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ABSTRACT

This report is one of five submitted as products of a "Study Designed to Assist Planning of Research on Significant Instructional Features in Bilingual Education Programs." The reports are intended to assist the National Institute of Education in its plans for a major new research study in bilingual education. The present volume is an annotated bibliography of papers, articles, pamphlets, and books that deal with instructional features of bilingual education. The materials are organized by a classification system of features based on a content analysis of the sources surveyed. The over 600 entries are representative of work done in the decade of the 70s. The listings demonstrate that, while many instructional features are discussed, there is little or no empirically based research on their specific consequences for children. (Author/JB)

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BILINGUAL INSTRUCTIONAL FEATURES PLANNING STUDY

Planning Paper 2

A Bibliography of Significant Features in Bilingual Education Programs

by

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Study Designed to Assist Planning of Research on Significant Instructional Features in Bilingual Education Programs: Task 2 Report

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FOREWORD

This report is one of five submitted by Abt Associates Incorporated (AAI) to the National Institute of Education, as products of a "Study Designed to Assist Planning of Research on Significant Instructional Features in Bilingual Education Programs", Contract No. NIE-400-79-0071. The reports are intended to assist NIE in its plans for a major new research study in bilingual education. The information provided will be combined with that from other sources by NIE in its construction of a research plan, to be incorporated in one or more requests for proposals (RFP's) to implement and conduct the major study.

The Instructional Features Study was formulated by the Division of Education Part C Coordinating Committee as one of several studies that implement research mandates in the language of ESEA Title VII, Part C. A description of the study (denoted "B-1") is provided in the U.S.H.E.W. Research Plan for Bilingual Education (July, 1979). This planning assistance study was one component of Phase I of the Three phase HEW plan.

These reports were prepared as products of Tasks 1-5 of the planning assistance contract. The titles of the reports, and summaries of their contents, are:

1. Working Definitions of Terms for the Bilingual Instructional Features Study, by Sarah Nieves-Squires and Robert L. Goodrich.

   This is a discussion of working definitions of terms for use in the features study. The terms discussed are "bilingual education", "consequences for children", "instructional features", "significant", and "model". Alternative definitions and the implications of each for design are presented. The definitions selected by NIE are intended to guide the research to be conducted.

2. A Bibliography of Significant Instructional Features in Bilingual Education Programs, by Sarah Nieves-Squires, et al.

   This is an annotated bibliography of papers, articles, pamphlets and books that deal with instructional features of bilingual education. The materials are organized by a classification system of features based on a content analysis of the sources surveyed. The report demonstrates that, while many instructional features are discussed, there is little or no empirically based research on their specific consequences for children.

3. Planning Factors for Studies of Bilingual Instructional Features, by Robert L. Goodrich.

   This report is based on a review of studies of educational instructional features in both monolingual and bilingual contexts, and on conversations with a large number of researchers and critics. The intent of the report is to summarize the state of the art of bilingual educational features research as a base for designs to be developed by NIE.

4. Tentative Alternative Designs for a Study of Significant Instructional Features in Bilingual Education, by Robert L. Goodrich.

   This report presents alternative study designs and plans for implementation of the instructional features study. It is based on the knowledge base assembled in the three preceding reports. The designs presented are not to be implemented directly by NIE in the RFP, but used. Rather, they are simply one source of information available to the NIE planners, to be factored into the overall design process.

5. Feasibility and Credibility of Bilingual Instructional Features Study Plans: Field Verification, by Sarah Nieves-Squires, Robert L. Goodrich, and Cristina Bodinger-de Uriarte.

   This report summarizes the results of 123 open interviews conducted with bilingual practitioners and administrators in five sites: Los Angeles, Miami, New York, Oakland, Rough Rock, AZ. The questions asked were designed to elicit responses about the working definitions of terms (Paper 1) and the designs considered (Papers 3, 4). The intent was to test the credibility and acceptability to consumers of alternative study approaches.

Table of Contents

Page

Introduction 1
Table of Instructional Features 4
Explanation of Notation System 10
Content Summary 11
Section Summaries 15

1. ORGANIZATION AND STRUCTURE 29

1.1 District Level Organization 29
1.2 School Level Organization 38
1.3 Classroom Level Organization 49

2. MANAGEMENT AND COSTS 55

3. TRAINING AND RECRUITMENT 67

4. CURRICULUM AND IMPLEMENTATION 87

4.1 Classroom Time Use 87
4.2 Content Areas Covered 98
4.3 Program Orientation 115

5. TEACHER CHARACTERISTICS AND COMPETENCIES 138

6. TEACHING METHODOLOGY 161

6.1 Teaching Techniques 161

Page

6.2 Student Evaluation 168
6.3 Remediation 209
6.4 Materials 212

7. STUDENT CHARACTERISTICS 240

8. CLASSROOM INTERACTION PATTERNS 263

8.1 Teacher styles 263
8.2 Classroom Ecology/Climate 266
8.3 Participant Structures 276
8.4 Linguistic Features 283
8.5 Interpersonal Interactions 292

9. PARENT/COMMUNITY INVOLVEMENT 297

9.1 School Towards Parent/Community 297
9.2 Parent/Community Towards School 304

10. ATTITUDES 310

10.1 Societal 310
10.2 Institutional 322
10.3 Individual 324

Introduction

This report is the second of a series to be prepared for the National Institute of Education (NIE) to assist the Institute in planning a study (or studies) of Instructional Features in Bilingual Education, as authorized by Congress in the Bilingual Education Act, Part C. The overall goal of this planning assistance study is to produce alternative designs and recommendations for the Instructional Features Study. NIE will integrate these plans and recommendations into its own planning process, and, when this process is complete, they will issue RFP's for the implementation of the study.

This particular planning report is one of three to be submitted simultaneously to NIE. The goal of the three reports is to establish a base for formulation of study plans, by bringing together existing knowledge about bilingual education features in a coherent and useful form. The titles of the three are (1) Working Definitions of Terms for the Bilingual Instructional Features Study, (2) A Bibliography of Significant Instructional Features in Bilingual Education Programs, and (3) Planning Factors for Studies of Bilingual Instructional Features. The task of this report is to "identify what already is known about the significant instructional features of bilingual education programs for children, including the costs of these features." This task has been accomplished by developing an annotated bibliography from a large number of sources dealing with bilingual education.

The literature survey was conducted by two teams of graduate students in Bilingual Education. At Eastern Michigan University, Dr. Jose Llanes supervised Ruth C. Gomez and Celia Barberena in a survey of traditional materials such as dissertations, books and articles in the educational literature. At the University of Texas at Austin, Dr. George Blanco supervised Laura Christian Green, Carol Jean Lewis, Estela Salinas, and Roberto Trevino-Martinez in surveying a wide variety of "nontraditional" sources.

Institutions surveyed to collect materials included National Assessment and Dissemination Centers, the regional Educational Research and Development Laboratories, and several State Education Agencies. Ethnically related significant literature was also reviewed.

The survey of nontraditional materials touches only a fraction of the available literature. The overwhelming amount of materials available, and the short time allowed for the survey precluded a census. Most institutions in the survey were contacted by telephone and asked to send literature. Nearly all agreed to do so but many responded slowly or failed to respond at all. Materials are still arriving at the University of Texas and this bibliographic effort is continuing. AAI personnel are also collecting more materials in order to represent linguistic minorities that are not included in the survey as it stands. Therefore, this document is now only an incomplete draft, to be amended and reissued at a later date.

As Tucker* recently commented, there is little empirical knowledge about the effectiveness of bilingual education instruction practices. This annotated bibliography confirms that pessimistic view. There is not a single source in the survey that examines, through statistical means, the effectiveness of specific features in bilingual education for children. All of the evaluations instead compared monolingual and bilingual programs, mostly using variations of the quasi-experimental paradigm. Most of these studies failed to reject the null hypothesis of "no treatment effect." For all practical purposes, the instructional features study must start from scratch in estimating the effects of specific features and identifying effective bilingual education models.

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*Tucker, G. R., "Bilingual Education - some perplexing observations," Educational Review and Policy Analysis, 1, 5, September-October, 1979.

The bibliography is most useful as a description of the features and issues of importance to practitioners and researchers. By examining the content of the materials, one can construct a picture of these concerns. A content analysis of features considered was made and is presented in Table 1. This list will be part of the materials presented to respondents in the field verification effort to be conducted in February 1980. The list will be extended by incorporating the suggestions of practitioners, school personnel, community people, and parents, and will be presented in the Task 5 report. The suggestions of AAI consultants and other researchers will also be solicited, and the final version list will be submitted as part of the Interim Report, to be submitted on July 1, 1980.

Table 1. Instructional Features Discussed in the Bibliography

1. ORGANIZATION AND STRUCTURE

1.1 DISTRICT LEVEL ORGANIZATION

Magnet schools
School assignment practices
Itinerant teacher
Segregative practices

1.2 SCHOOL LEVEL ORGANIZATION

Classification by L1, L2 Proficiency
Entry/exit criteria for bilingual classrooms
Tracking/Ability Grouping
Classroom Placement Procedures
Segregative Practices

1.3 CLASSROOM LEVEL ORGANIZATION

Numbers of Children by Language/Culture
Numbers of Teachers by Language/Culture
Numbers of Aides/Paraprofessionals by Language/Culture
Subgrouping within classroom
Teacher/aide role definition
Pullout Practices
Student role definition
Individual or small group tutoring
Participant Structures (Mehan, 1979)

2. MANAGEMENT AND COSTS

Compliance with SEA Guidelines
Costs of BE Features
Funding Sources, Allocation, and Flow
Certification Regulations

Table 1, continued

3. TRAINING AND RECRUITMENT

Pre-Service Training
In-Service Training
Staff Development
Recruitment Practices
Career Ladder Opportunities

4. CURRICULUM AND IMPLEMENTATION

4.1 CLASSROOM TIME USE

Use of Classroom Time by Content Area, Language Used, Participant Structure, Grade

4.2 CONTENT AREAS COVERED

Social Studies
Basic Skills
ESL
Cultural/historical (L1)
Multicultural pluralistic (Other Cultures)

4.3 PROGRAM ORIENTATION

Affirmational/Reformational/Transformational Orientation
Maintenance/Transitional
K-12 Program Continuity

Table 1, continued

5. TEACHER CHARACTERISTICS AND COMPETENCIES

Proficiency of Teacher in L1, L2 (speaking, listening, reading, writing)
Knowledge of Content Areas
Knowledge of Student's Culture
Knowledge of Testing and Evaluation Methods
Knowledge of Instructional Methods
Use of Instructional Materials
Management Skills
Certification

6. TEACHING METHODOLOGY

6.1 TEACHING TECHNIQUES

L1 Teaching Techniques
L2 Teaching Techniques
Content Teaching Techniques
Use of Games
Use of Dialogues
Use of Drills
Use of Question/Answer
Use of Concept Learning Tasks

6.2 STUDENT EVALUATION

Use of Testing
L1, L2
Academic Performance
Cognitive Ability

Table 1, continued

6.3 REMEDIATION

- Speech and Language Therapy
- Use of Discipline, Praise, Reprimands, etc.

6.4 MATERIALS

- Development of materials specific to minority students
- Linguistic Variations taken into account
- Minority Contributions included in texts

7. STUDENT CHARACTERISTICS

- Language Dominance (by domain)
- Language Proficiency
- Linguistic Competence
- SES
- Cognitive Ability
- Cognitive Styles

8. CLASSROOM INTERACTION PATTERNS

8.1 TEACHER STYLES

- Instant corrective measures
- Differential styles (by language proficiency/ dominance, ethnic group)
- Nonverbal communication
- Empathy
- Flexibility
- Optimism

Table 1, continued

9. PARENT/COMMUNITY INVOLVEMENT

9.1 SCHOOL TOWARDS PARENT/COMMUNITY

Home visits
Schools are warm, inviting
School personnel attend community functions
School listens to Parent Advisory Council (PAC)

9.2 PARENT/COMMUNITY TOWARDS SCHOOL

School staff includes community residents
School Board includes community residents
Parents included as "partners in education"
Parents participate in PAC

10. ATTITUDES

10.1 SOCIETAL

Of the Community

10.2 INSTITUTIONAL

L1 at center or on fringes

10.3 INDIVIDUAL

Of the Teacher

Towards L1 (as positive factor)
Towards non-standard L1
Towards L1/Cultural Maintenance
Towards Culturally Diverse Learners
Towards Minority Self Assertiveness
Towards Minority Self Identity
Towards Discipline

Table 1, continued

8.2 CLASSROOM ECOLOGY (CLIMATE)

Home Language Use
Use of Linguistic Varieties
In-class Social Conditions vs. Community Social Conditions (congruence)
Distribution of L1, L2 Proficiencies
Distribution of Language Dominances

8.3 ETHNOGRAPHIC FEATURES

Participant Structures

8.4 LINGUISTIC FEATURES

Codeswitching
Interference
Language Use

8.5 INTERPERSONAL INTERACTIONS

Teacher-Student Interactions

Teacher Questioning (by Language and ethnic group of student)
Teacher Praising (by Language and ethnic group of student)
Teacher Rejecting (by Language and ethnic group of student)
Teacher Direction Giving (by Language and ethnic group of student)

Student-Teacher Interactions

Student-Teacher Response to Teacher

Table 1, continued

Of the Student

Towards self
Towards peers
Towards teacher
Towards home
Towards school
Towards L1
Towards L1 Varieties
Towards L1 Culture
Towards L2 Culture
Towards Other Minority L's

The notation system below is used throughout the bibliography to indicate general bilingual interest or culture or language-specific material. Joint notations are used where culture or language-specific sources contain enough generalizable material to be of broader interest, where more than one culture or language-specific group is involved. Joint classifications are separated by slashes. Notations are offset by double asterisks.

A = Asian cultures/languages
B = Black culture-ethnicity/English dialect
C-P = Cape Verdean culture/Crioulo language/
Portuguese cultures/languages
F = French cultures/languages
GB = General bilingual/multicultural/
second language for English-dominant
H = Non-Portuguese Hispanic cultures/languages
I = Indian (Native American) cultures/languages
OLC = Other cultures/languages

Content Summary

The bibliography, as a representative survey of the literature, reflects the foci and the orientations of available material on bilingual/bicultural education. The following summary indicates the relative strengths and weaknesses in coverage of the subject areas.

Culture and/or language-specific articles aimed at particular groups are found more often than solely general pieces on bilingual education, but not to the point of over-representation. In addition, much of the culture and/or language-specific writing contains philosophy, objectives, program plans, etc., of broad enough description to be generalizable to a wider universe. Material which is general bilingual/bicultural in focus is often quite comprehensive, balancing the amount, through intensity of coverage.

Serious discrepancy in representation is found among targeted lingual/cultural groups. Hispanic- (Chicano or Mexican-American and Puerto Rican) specific articles are largely overrepresented. The literature devoted to bilingual/bicultural issues among Spanish-speaking persons outweighs that oriented toward all other groups combined. The Native American Indian is the second best represented in bilingual/bicultural literature. The need for further research is obvious.

Research and literature are unevenly distributed among the sections (1.1-10.3) as well. The following divides the sections into five groups -- from most to least represented. These five groups are based on frequency in the literature. The main body of writings in the field of bilingual/bicultural education focuses (across sections and frequency groups) on the child, rather than on the teacher, program, school or community.

Section 6.2 (student evaluation) is the most well developed section of the bibliography. Section 7 (student characteristics) is also well developed, but the focus remains on the child. The subtopics of cognitive ability and style and language dominance and proficiency, receive significantly greater emphasis than SES. In section 6.4 (materials) the emphasis is less apparent. However, testing and evaluational materials are still more commonly written about than instructional materials. Here, the emphasis is on the child's cognition rather than on the test instruments or administration of tests. Thus maintaining the child, and not the teacher, as central. The individual attitudinal section, 10.3, is also well represented, but is more often directed toward student attitude. Even here there is additional focus on the child, as self-concept is the common orientation, rather than attitudes concerning teacher, home, school, peers, etc. Therefore, it is clear that the four subject areas most represented in the literature, 6.2 (student evaluation), 6.4 (materials), 7 (student characteristics), and 10.3 (individual attitudes), stress the role, ability, attitudes, and cognition of the child.

The three subject areas that form the next most represented group are 3 (training and recruitment), 4.3 (program orientation) and 5 (teacher characteristics and competencies). There are a number of good, comprehensive articles on in-service training and a few comprehensive articles on staff development and program orientation. The other subtopics in section 3 (training and recruitment) are not well represented, and section 4.3 (program orientation) is most often in the form of overview or philosophy rather than informational description or research findings. Section 5 (teacher characteristics and competencies) appears to focus on the teacher, but the subtopics which are covered once again redirect the focus to the child. Articles on the teachers' knowledge of content areas, testing and evaluating methods, instructional methods, use of instructional materials, or management skills are virtually absent. The competency concerns are on the teachers' proficiency in L1, L2 and knowledge of the students' cultures. Although these two subtopics (language proficiency and cultural knowledge) are of central concern in bilingual/bicultural education, each of the subtopics (content area knowledge, testing and evaluating methods, instructional methods, use of materials) needs to be addressed if teaching is to be assessed.

The third most represented group includes Section 2 (management and costs), Section 4.2 (content areas covered) and Section 10.1 (societal attitudes). Although Section 2 (management and costs) appears in the third group in terms of frequency in the literature, information is not sparse. Much of what exists is of a thorough and exhaustive nature, and all subtopics are examined. Within 4.2 (content areas covered), the subtopics ESL and cultural/ historical (L1) are relatively common. Very few articles set forth a guideline; most advocate the adoption or exclusion of one or the other. Section 10.1 (societal attitudes) was defined broadly and therefore articles which were written by parent or community groups, as well as those addressing or concerning these groups, were included. The focus tends to be philosophical or political in nature.

The fourth group, including Section 1 (organization and structure),* Section 4.1 (classroom time use), and Section 8.4 (linguistic features), is underrepresented in the literature. Subject area 1 (organization and structure) contains a small number of articles which are extremely detailed descriptions of organization by district, school and classroom. More often the articles found have brief references and partial descriptions of one or two subtopics at each level, or a statement on nationwide organizational needs or situations. In Section 4.1 (classroom time use) virtually all references concern language use in the classroom. In Section 8.4, linguistic features are generally treated in academic, often experimental situations, with bilingual students as subjects and interference or codeswitching as the behavior studied.

The least represented topics in literature on bilingual/ bicultural education can be divided into two categories: school-community focus and teaching forms. Of these two categories, school-community received slightly more attention in the literature.

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*Organization and structure sections will be taken as a whole including: 1.1 (district level organization); 1.2 (school level organization); and 1.3 (classroom level organization).

Subject areas 8.2 (classroom ecology/climate), 8.3 (ethnographic features), 9.1 (school towards parent/community), 9.2 (parent/community towards school) and 10.2 (institutional attitudes) were discussed mainly in conjunction with other subject areas in articles, and frequently as quite subordinate to the other topics. The teaching focus is the least examined aspect of bilingual/bicultural education. Subject areas 6.1 (teaching techniques), 6.3 (remediation), 8.1 (teaching styles) and 8.5 (interpersonal interactions, teacher-student), are almost absent from the literature. Although many articles devote one or two sentences to these matters, incredibly few include any research or analysis.

Research stresses the relative cognitive and linguistic abilities of children and success for bilingual education seems as a result, to rest with the child. Although the focus of the programs is the children and the intended effects are aimed at the children, teaching style, interaction, school attitude, etc., are potential mitigators or intensifiers of those effects. Certainly they are factors within the overall subject area and should receive more attention in the literature.

Section Summary

1. Organization and Structure

Sourcebooks, handbooks, pamphlets, and papers for presentation are typical of the materials this section incorporates. Many state or local agencies sponsored the material which appears under "Organization and Structure". The writings discuss program proposals, program analysis, methods of program analysis, models, outlines of actual individual school programs, and implementation of programs. The issues which are most frequently referred to are staffing, training, costs, materials, and sensitivity to culture.

Much of the section is focused on administrative arrangements and qualifications, and therefore on administrators. The student is discussed primarily as the impetus for curriculum adjustment and staffing requirements. Much of the literature is general bilingual. The needs of the Hispanic student are most represented in the language/culture - specific literature.

Virtually all of the pieces in this section assume, as given, that the mother tongue should be included as a language of instruction. The degree of emphasis placed on the student's native language as a medium of instruction varies. The consensus is that a cultural component and some amount of bilingual instruction has a positive effect on the achievement and self-concept of the student of limited English proficiency.

Organizational structure at the classroom level, school level, district level and beyond district level is detailed in the literature. The majority of the pieces are thorough and comprehensive. Many of them provide an actual guide for implementation. Those areas which are treated inadequately and require further research are: 1) segregative practices and their effect on children; 2) tracking; 3) pullout practices; 4) student role definition; and 5) individual or small group tutoring. The organizational stress is detailed to the detriment of information on consequences for children.

Section Summary

2. Management and Costs

Many of the materials and their authors which appeared in Section 1 reappear in this section. Management and costs are strongly related to organization and structure, and this is reflected in the literature. Most of the material was produced by state or local agencies, as in Section 1. Additional pieces come from research institutes. Bibliographies supplement the handbooks, sourcebooks, pamphlets and papers which outline staffing, training certification class, school and district organization. The emphasis in this section is on legislation, budget and specified cost projections.

The focus is administrative and the intended audience is largely other agencies, or school districts. The majority of the available literature is of general bilingual and/or Hispanic program interest. Consideration or mention of the student is almost absent.

All of the material supports the continued or increased allocation of funds for bilingual education programs. Many of the agencies provide implementation guides to facilitate bilingual education program planning. Only a small number of articles depart from the administration-implementation stress to deal with quality or type of program.

The literature reveals general tacit agreement that bilingual/bicultural education programs have positive consequences for children. This is apparent in the fact that no article presents any fund-cutting arguments. The number of budgets which include a cultural component and allocations for training and certification procedures also indicates a positive orientation.

The material is thorough and exceedingly detailed and comprehensive, although the number of entries in this section is small. There appears to be a well established knowledge base in this area. New types of bilingual programs would necessitate additional budgetary research, however.

Section Summary

3. Training and Recruitment

The materials in this section are varied, and have been produced by a wide range of sponsors. Books, dissertations, bibliographies, handbooks, and policy statements are among the materials represented. The sponsors include scholars, state and local agencies, community task forces and university committies. The discussions center around in-classroom language use and the cultural component in curriculum. The most frequently discussed issues are teacher proficiencies in L_1 and L_2, teacher understanding of the students' culture, incorporation of the students' culture in curriculum and in-classroom experience, and certification of bilingual teachers.

Two very different intentions are represented in the literature in the "Training and Recruitment" section. One body of writings accepts bilingual education as an established goal and is aimed at providing guidelines or suggestions for development and implementation procedures. Another body of writings is aimed at critique and/or pursuasion. This second body, therefore, points to failures or inadequacies in the existing systems and argues for instigation or improvement of bilingual/bicultural education.

Training, certification and competency are the points of emphasis regardless of the intention or orientation of the material. These points are developed almost solely in relation to language proficiency and cultural knowledge and awareness. Only minimal attention is given to recruitment and career ladder opportunities.

Section Summary

4. Curriculum and Implementation

This section is comprised of three subsections which require individual attention. The first two subsections, 4.1 (classroom time use) and 4.2 (content areas) include materials such as handbooks, sourcebooks, manuals, and a small number of studies. The respective authors are: state and local advisory committies, materials development centers, and scholars. The third subsection, 4.3 (program orientations) includes a large body of materials generated by individual research and study, in addition to a smaller number of materials similar to those found in 4.1 and 4.2.

The writings in the classroom time use subsection (4.1) stress in-class language use and present various plans for L_1-L_2distribution. They are seldom grade-specific or subject-specific plans. When subject matter is specified, it is almost exclusively reading and/or math, only as it relates to language distribution. Classroom time devoted to reading and/or math per se is not discussed, but rather the discussions concentrate on the time devoted to the particular language of instruction.

The writings in Subsection 4.2 (content areas) are clustered around the cultural/historical orientation and the ESL orientation. Basic skills are mentioned in the context of the bilingual child's rlative ability to learn them depending on language of instruciton. Basic skills are not often mentioned within the curriculum and implementation emphasis in the section. Articles relevant to social studies and multicultural pluralistic elements in curriculum are few.

Section Summary

Subsection 4.3 (program orientation) consists, almost exclusively, of pieces discussing maintenance and transitional program orientations. A small number of articles mention program continuity throughout grade levels, but only as an aside. Most of the material is generated by examinations of individual programs. The author often critiques the existing program orientation and/or suggests a program orientation to be developed. Most often critique and suggestion are school or area-specific.

A presentation of models, studies of bilingual education projects or programs and studies and evaluations of children typifies the classroom time use (4.1) subsection. The content areas (4.2) subsection repeatedly discusses the grounding of ethnicity and culture in curriculum and in content and the availability of culture-relevant and native-language materials by content area. Program orientation (4.3) is typically detailed and compared and/or contrasted with the bilingual education child's needs, often in relation to both the present and the future. All three subsections indicate a need for further research.

Section Summary

5. Teacher Characteristics and Competencies

Dissertations, professional journal articles, and papers produced by scholars, researchers, university committees and various bilingual education oriented agencies provide the material for this section. Writings discuss the teachers' language proficiency and knowledge of the students' culture. The issues most frequently referred to are certification, training, competency and sensitivity to the student.

The focus is on teacher in-classroom use of the nonnational language, and an increased understanding of student culture. Instruction in the students' native language and inclusion of students' historical/cultural heritage in curriculum are examined as components of teacher competency. Much of the literature is of general bilingual interest.

Virtually all of the material in this section presents the teacher-knowledge of student nonnational language and culture as having discernible positive consequences for students. Both areas of knowledge are generally treated as integral to bilingual education programs.

There are large gaps in research in the area of bilingual education teacher characteristics and competencies. Teacher knowledge remains largely unexamined in the areas of content, testing and evaluation methods, actual instructional methods, use of instructional materials and management skills. It is important to consider whether any, or all, of these teacher-knowledge items may be significantly different when viewed in respect to bilingual, as opposed to monolingual, education.

Research also remains to be done on teacher language proficiency and use. The material presented in this section focuses on speaking and understanding the nonnational language, and the role of dialect, but virtually ignores the issue of teacher literacy in that language. Language-use discussion centers on instruction. Writings seldom deal with the issues of language use and discipline, out-of-classroom interaction, teacher-to-teacher interaction, etc. Further work should address these issues.

6. Teaching Methodology

This section consists of four subsections which require separate examination. Subsection 6.1 (teaching techniques) is primarily composed of Ph.D. dissertations and papers for presentation. Colleagues, teachers and ecucational institutions are the intended audience. The material in subsection 6.2 (student evaluation) is drawn mainly from studies. The sources are varied, and include studies conducted by individuals, school committees, local information centers, research companies, local and state agencies. Subsection 6.3 (remediation) is exceedingly sparse. Materials particular to remediation within the bilingual education framework are almost nil. Subsection 6.4 (materials) is well developed and contains books, dissertations and a small number of papers. The literature primarily addresses teachers, schools, and program designers.

The teaching techniques subsection focuses on L_1 and L_2. The questions discussed are language choice in medium of instruction, different amounts of classroom time allotted to L_1 and L_2 and the function of language used. A small number of articles deal with methods of instruction, such as, the relative merits of encouraged language use vs. drills. Overall, this subsection is unevenly developed and more attention needs to be given to specified techniques and teaching methods.

The subsection on student evaluation examines student academic performance, cognitive ability, and skill and potential in L_1 and L_2 learning and achievement. Much of the material is quantitative, relies on testing, records, and research instruments, with the child as a study subject. The studies are virtually always comparative and can be divided into three categories: 1) LES student in a bilingual education program vs. LES student in a monolingual edcucational program; 2) LES student vs. monolingual (generally Anglo) student; and 3) LES student of one culture vs. LES student of another culture. The third category is underrepresented in the literature. Academic performance and cognitive ability are largely tested only in the subject-areas of reading and mathematics. The studies often include an attitudinal dimension and use standardized measurement instruments which test for self-concept.

There are three foci in the materials subsection: 1) the sourcebooks, bibliographies and descriptive articles on available bilingual education materials; 2) the materials themselves, and the guides or suggestions for materials to be developed; and 3) the pieces that argue the applicability or inapplicability of given materials, in the bilingual education classroom. All three categories contain both literature which is solely concerned with materials, and literature in which materials are discussed as only one of a variety of bilingual education issues.

There are several areas in which Section 6, "Teaching Methodology" has a weak knowledge base and little representation in the literature. A great deal of research remains to be done within the bilingual education framework, concerning: 1) teaching techniques and the use of games, dialogues, drills, question/answer, concept-learning tasks, and content teaching; 2) the use of testing in student evaluation; 3) remediation and speech/language therapy, use of discipline, praise and reprimands; and 4) materials which take linguistic variations into account and minority contributions in texts.

Section Summary

7. Student Characteristics

Many of the materials in this section appear in the student evaluation subsection of Section 6. Ph.D. dissertations and professional journal articles constitute the section on "Student Characteristics." The most heavily represented topics are cognitive style and cognitive ability as they relate to language dominance. The issues most frequently discussed are cultural and linguistic determination of cognitive style, and the effects of bilingual vs. monolingual education on cognition in the LES student.

The literature in this section primarily consists of studies in which children were the subject. Comparisons are drawn between LES and non-LES students, LES_1 and LES_2 students, and LES students in bilingual vs. monolingual education programs. Information is gathered through tests, qualitative instruments and student files. Much of the literature focuses on Hispanic children, and, to a lesser extent, is of general bilingual interest. The literature represents a variety of findings, without a particularly strong trend or area of agreement, beyond advocacy of some degree of using L_1 as a language of instruction.

Various standardized tests were used as measures of cognitive style, ability, language dominance and language proficiency in these studies. Their widespread use indicates a need for further research on alternative cognitive ability and style tests and possible language and culture biases in testing cognition. Very little of the literature deals with the SES of the children. The literature seldom compares LES students with different cultural backgrounds. The characterstics of the LES, the bilingual, and the monolingual child should be examined in more integrated study designs.

Section Summary

8. Classroom Interaction Patterns

Section 8 includes five subsections which require individual attention: 1) 8.1 (teacher styles); 2) 8.2 (classroom ecology/climate); 3) 8.3 (ethnographic features); 4) 8.4 (linguistic features); and 5) 8.5 (interpersonal interactions). Most of the literature contained in these subsections does not focus on the subsection topic, but incorporates it as an element. The section is unevenly and inadequately represented in the literature.

Subsections 8.1, 8.3 and 8.5, (teacher styles, ethnographic features and interpersonal interaction) are all underrepresented in the literature. University sponsored literature constitutes the majority of the few entries on teacher style and on interpersonal interaction. Ethnographic features appear in articles generated by local and state agencies and research companies. The subsection on classroom ecology/climate draws material from university press, educational agencies and associations. The linguistic features subsection is comprised primarily of dissertations and university press publications. The literature throughout Section 8 addresses teachers, colleagues and educational institutions. Most entries are of general bilingual interest.

Research is needed in the area of Subsection 8.1 (teacher styles) along each dimension. Within the framework of bilingual education, little is written about instant corrective measures, optimism, flexibility, empathy, nonverbal communication and differential styles by language proficiency/dominance and ethnic group. Interpersonal interaction (8.5) both teacher-student and student-teacher has not received adequate attention in the literature, nor have ethnographic features.

Almost all the articles in the linguistic features section are of general bilingual interest. Code-switching, interference and language use are discussed in the literature. The literature falls into two categories; one is theoretical, and one is centered on quantitative study results with LES children as subjects.

9. Parent/Community Involvement

Sourcebook and official reports are typical of materials found in this section. Boards of education, state and local agencies, and various bilingual education-oriented agencies contributed literature. Writings are program evaluations, program guides, or reports on particular aspects of bilingual education. Frequently, parent/community involvement is not central to the piece, but one of several topics under discussion.

The literature which deals with parent/community involvement commonly presents it as a positive aspect of bilingual education programs. A few of the sourcebooks detail the development and provide guidelines for interactions between school and home, interaction between school and Parent Advisory Council, inclusion of parents in school staff, and other elements of school/community involvement. Parent involvement is, more typically, referred to as a necessary or desirable condition but remains unexpounded as a topic in the literature.

Treatment of parent/community involvement as an element of bilingual education is infrequent and, when existent, nonspecific and general in nature. There are few entries in this section, leaving bilingual education research a wide range of elements which require investigation. Consequences for children of parent involvement with the school is an important and presently neglected area of bilingual education research.

10. Attitudes

Papers, individual research studies, and Ph.D. dissertations are typical of the materials this section incorporates. The subsection on community attitudes (10.1) is short, and many of the pieces are only tangentially concerned with attitudes. The subsection on institutional attitudes (10.2) is extremely sparse. Scholars and researchers appear to have concentrated their efforts on individual attitudes (subsection 10.3). Student attitudes, especially in the area of self-concept received a disproportionate amount of attention.

Much of the section is focused on bilingual education programs, cultural components, and studies of bilingual education children with the self-concept as a program consideration or a study variable. Teacher attitude is dealt with to a lesser extent, virtually always in relation to the "culturally different" student, or the nonnational language. The teacher is seldom the subject of a study. The children, in contrast, are often the subjects of cognitive (style or ability) studies, many of which include attitudinal measurement instruments.

There is a clear need for attitudinal research. Even the most developed aspect of it, the self-concept of the LES (limited English-speaking) child, is unevenly explored. Generally, the material compares the LES child in a bilingual program to the LES child in a monolingual program to test for relative positiveness of self-concept. Very few articles go beyond that to child attitudes toward self, peers, teacher, home, etc. Thorough research on teacher attitude remains to be done. At best, literature presently compares conditions of before teacher's cultural awareness and after teacher's cultural awareness for a gain in positive attitude toward the LES child. More research on what elements actually affect attitude and promote cultural awareness is required.

1. ORGANIZATION AND STRUCTURE

1.1 DISTRICT LEVEL ORGANIZATION*

Magnet Schools
School Assignment Practices
Itinerant Teacher
Segregative Practices

GB

Alston Herbert, L. Title IV-C Pilot Program: An Educational Needs Projection Model. Project Report. Estimates of Personnel Needed and Costs of HISD Bilingual Educational Programs, 1977.

The purpose of this project is to develop procedures for forecasting the personnel needed by the school district for a five-year period in response to current and expected legislation, changing student population, etc. The report summarizes the "Bilingual Education Cost Analysis" by Cardenas, Bernal, and Kean (1976a, 1976b); presents a cost analysis of the Houston Independent School District bilingual education programs based on existing programs; presents initial estimates of personnel needs and costs for the Houston Independent School District; and discusses the use of these estimates in an Educational Needs Projection Model.

H

Arciniega, Tomás A. "The Interactive Role of Higher Education Institutions in the Transcultural Education Movement," in Cultural Issues in Education: A Book of Readings, Pomona, California: National Multilingual-Multicultural Materials Development Center, California State Polytechnic University, 1978, pp. 62-80.

The first part of this paper discusses the role of institutions of higher education in providing educational opportunity for Chicanos. A set of categories is presented into which the institutions can be placed according to their responses to Chicanos' needs:

1--the sympathizers--those who change the system to accommodate minorities.
2--the compensators--an approach that combines student deficiencies with lack of change in the structure.
3--the reformers--an approach based on lack of student deficiencies combined with change in the structure.

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*Also includes material pertaining to more than district-wide organization.

4--the alternative system builders--an approach that reflects no student deficiencies and no change in the current structure.

The second part of the paper develops a matrix for school-district response to the culturally different.

Positive viewpoints of the consequences of Chicano group membership or Negative viewpoints of these consequences on school performance can be combined with: Internal factors which emphasize indigenous, self-perpetuating, persistent factors or the External factors which emphasize the social and economic circumstances imposed on Chicanos because of their lower status.

Positive-Internal: Mexican-Americans are perceived as having a superior culture which can only be taught by Mexican-Americans. Segregated community schools might be the answer.

Negative-Internal: the components of the Mexican-American lifestyle and their culture are seen as culturally deficient; because they are dysfunctional they must be replaced by Anglo cultural traits and components. Compensatory education is the result.

Positive-External: Mexican-American lifestyles are functional adaptations to external constraints; when the majority culture changes, the minority culture will reflect these changes. Bicultural education results in benefits to the minority and the majority cultures.

Negative-External: subjugation to a "colonial" power structure has negative results in the culture; alternative education is needed.

H

Barerra, Mario. Bilingual Program Implementation: A Handbook for Teachers and Administrators, Austin: Dissemination and Assessment Center for Bilingual Education, 1978.

The handbook contains information on classroom organization, students' linguistic backgrounds, and grouping procedures used for placement in bilingual/bicultural education programs; principals' roles; staff development; and materials and curriculum. Included are plans for self-contained classrooms, open classrooms, multi-age units and team teaching approaches. The integration of Spanish-dominant and English-dominant students is also discussed.

Presents curriculum on the basis of how the child learns a language: listening, oral language development, reading, and writing. Goes on to include math, social studies, and science, and primarily encourages the teaching of the complete basic curriculum in English and Spanish, depending on the language proficiency of the child at various stages of his/her development.

1.1 DISTRICT LEVEL ORGANIZATION

I

Battiste, Marie A. Study of Bilingual-Bicultural Projects Involving Native Americans Indo-Europeans, Palo Alto, Ca.: American Institute for Research in the Behavioral Sciences, 1975.

The study objectives are to: (1) identify the major issues involved in bilingual/bicultural education; (2) document the goals, approaches, resources or costs; (3) assess the impact bilingual education has had on communities; and (4) recommend possible federal program changes. The following are among the major conclusions and recommendations: (1) some evidence exists that Title VII is having long-range benefits; and (2) there is a general lack of materials, teaching skills, expertise on planning materials development, and evaluation at the local project level which can be improved by providing continuous technical assistance.

GB

Bilingual Resource Center. Academy I: 1978-79. Austin: Bilingual Resource Center, 1979.

Academy I is the Bilingual Resource Center's annual report of its academy for Elementary Principals, a year-long training institute for principals whose schools offer bilingual education instruction. The training manual describes in detail some essential areas, concerns, and competencies that subject principals should be trained in to implement bilingual/bicultural education programs more effectively; also demonstrates ways in which the National Network of Centers for Bilingual Education (i.e., Materials and Development Centers, Dissemination and Assessment Centers, and Training Resource Centers) can provide staff development assistance to local school districts.

H

Carrasco, Frank F. "The W.S. System of Education Fails the Mexican-American," in Hojas, A Chicano Journal of Education: The First Years, Austin: Juarez-Lincoln Press, pp. 59-69.

The failure of this system is blamed on the lack of enough Mexican-American teachers, counselors, administrators and school board members.

1.1 DISTRICT LEVEL ORGANIZATION

C-P

Cordasco, Francesco. "The New Bedford Project for Non-English Speaking Children," in The Bilingual Schooling in the U.S. - A Sourcebook for Education Personnel, Francesco Cordasco, ed., New York: McGraw Hill, 1976.

Contains background information on the local community and on this Portuguese/English program together with recommendations for curricular changes.

H

Evans, Joyce, and A.E. Guevara. "Classroom Instruction for Young Spanish-Speakers," from Selected Articles on Bilingual Education, compiled by Peggy C. Duvall, Multicultural Program/School of Education, University of San Francisco.

Advises that instructional materials developed specifically for the Spanish-speaking child are not always available and a literal translation of English-language materials into Spanish may be inadequate and/or inaccurate. Language variations must be taken into consideration. Programs designed for the Spanish-speaker and taught by a certified bilingual teacher are deemed preferable. When this is not possible, temporary solutions or arrangements can be implemented within schools and/or preschool centers in order to build upon the child's native language and cultural background.

GB

Gordon, E.W. and M.L. Jaramillo. Process vs. Status in School Desegregation: Using Cultural Differences for Educational Success, Riverside, CA.: California University, 1972.

The first paper in this booklet summarizes the desegregation strategies that have been used either singly or in combination to ethnically balance schools. An overview of the services and resources available to school districts from the National Center for Research and Information for Equal Educational Opportunities is also presented.

The second paper discusses the role played by its author in drawing attention to cultural differences which exist between ethnic groups in New Mexico. It describes the methods that the Cultural Awareness Center uses in working with school personnel to demonstrate the unique behavioral styles of various minority group children. It also discusses several ways to improve cultural pluralism within a monolithic social system in a practical and effective way.

1.1 DISTRICT LEVEL ORGANIZATION

H

Gregory-Portland Public Schools. Bilingual K-3 Curriculum Guide, Gregory, Texas: Gregory-Portland Public Schools, 1977.

The Gregory-Portland Public School District has a transitional program which becomes a full instruction program in English by grade four.

GB

Harly, Curtis. "General Descriptions of Bilingual Programs That Meet Students' Needs," in Bilingual Schooling in the United States--A Sourcebook for Education Personnel, Francisco Cordasco, Ed., New York: McGraw-Hill, 1976.

Different models of time allotment per language of instruction, as well as issues one must address to design a bilingual program that suits the characteristics of the community, the class, and the desires of the parents.

H

Hernandez Flores, Salomon. The Nature and Effectiveness of Bilingual Education Programs for the Spanish-Speaking Child in the U.S., Ph.D. Dissertation, New York: Arno Press, 1978.

This study examines the criteria for establishing the best bilingual education program, assesses how existing programs measure up to it, and specifies areas that need strengthening or modification. The original research was conducted in 1968.

H

Illinois State Advisory Committee to the U.S. Commission on Civil Rights. Bilingual/Bicultural Education - A Privilege or a Right? New York: Arno Press, 1978.

The committee concluded that "equality of educational opportunity (was) denied to Latino students by Chicago Public Schools, through lack of bilingual/bicultural instruction for all but 7 percent of those students." The committee makes recommendations geared to the implementation of such programs.

1.1 DISTRICT LEVEL ORGANIZATION

GB

Medina, Amelia C. A Comparative Analysis of Evaluative Theory and Practice for the Instructional Component of Bilingual Programs, New York: Arno Press, 1978.

The degree of effectivenes of general theory of evaluation to bilingual program evaluation is determined through a comparative analysis. Findings are that general evaluation has identified major steps and phases for any evaluation, but it cannot determine particular dimensions needed by specific programs. When dimensions of a specific kind of program are added, details can grow beyond the capabilities of a local education agency. The research recommends further investigation to formulate an adequate evaluation model applicable at the local level.

H

Midland Independent School District. Bilingual Administration Handbook, Midland, Texas: Midland Independent School District, 1977-78.

The purpose of the program is to ensure "reasonable efficiency" in English (transitional). Eventually the program will include sixth grade.

GB/H

New York State Education Department. Bilingual Education: A Statement of Policy and Proposed Action by the Regents of the University of the State of New York, Albany, New York: The State Education Department, August 1972, p. 23.

The stated goal of the Regents presented here is that persons whose language and culture differ from that of the society in which they live "must be equipped to participate meaningfully in the mainstream of that society." It is not necessary to sacrifice their native language and culture. Intellectual development should be fostered while English language proficiency is being developed.

Using the Puerto Rican student as an example, the position paper cites results of English Language difficulties including reading achievement, weak academic preparation, and high dropout rate. Low enrollment in higher education is also cited.

1.1 DISTRICT LEVEL ORGANIZATION

H

Ramirez, Frank. Marketability of Bicultural/Bilingual Teachers in 1974 in the Los Angeles Unified School Distict, Ph.D. Dissertation, Claremont Graduate School, 1976.

The marketability of bicultural/bilingual teachers at both elementary and secondary levels in the Los Angeles Unified School Distict is analyzed. In addition the need for bilingual teachers is assessed. The study reveals that the largest market for Spanish-speaking teachers is at the elementary level.

GB/H

Regional Education Agencies Project on International Education. A Resource Manual for Implementing Bilingual Education Programs, (Section 505, Title V Elementary and Secondary Education Act P.L. 89-10). n.d., pp. 4-5.

Reference is made to the Statewide Design for Bilingual Education approved by the Texas State Board of Education which places emphasis on these major goals: (1) implementation of programs for students whose first language is Spanish; (2) implementation of programs for students whose first language is English; (3) development of measuring instruments for children in bilingual programs; and (4) staff development.

The issue of language and whether it is learned or absorbed is examined. A brief history of the language used by the Mexican-Americans and an evaluation of that language is given along with factors which have influenced the evolution. Teachers are cautioned about branding a language or dialect as "superior" or "inferior." The role of linguistics in bilingual education programs is discussed.

H

Reyes, Vinicio H. Bicultural/Bilingual Education for Latino Students--A Continuous Progress Model, Ph.D., Loyola University, Chicago, 1975.

Provides a rationale for bilingual education in Chicago based on historical developments and the socio-cultural characteristics of the Spanish-speaking students in Chicago; and proposes a model for a continuous progress, two-way integrated, maintenance type, total, bicultural program that would incorporate up-to-date educational strategies beginning with the Early Childhood Bilingual Readiness Center, and continuing with the same group to the Elementary Bilingual Center, the Bilingual Middle School, and the Bilingual High School.

1.1 DISTRICT LEVEL ORGANIZATION

GB

Seelye, H. Ned and Billie M. Navarro. A Guide to the Selection of Bilingual Education Program Designs, Arlington Heights, Illinois: Bilingual Education Service Center, 1977.

Nine models, eight that are bilingual and one to be used as an emergency interim program, are described and charted in this kit prepared for school administrators. The models range from self-contained designs to magnet center designs to itinerant teacher designs. The applicability, student participants, facilities, and materials needed are described. Materials, instructional alternatives and training for teachers, advantages and disadvantages of each type are outlined. Sample scheduling patterns are included. The charts included show how to start with the numbers of Limited English Speaking Ability students present to determine the most desirable program.

GB/H

Texas Education Agency. A Statewide Design for Bilingual Education, n.d., (Pamphlet)

This is a Revised Statewide Design for Bilingual Education approved by the Texas State Board of Education on June 5, 1971. The revised design constitutes a uniform basis for all bilingual activities of the Texas Eduction Agency. Such activities include: (1) Bilingual programs based on State Statutes Articles 2654-1d and 2893, Vernon Civil Statutes, Bilingual activities in Title I, Title I Migrant, and Title III, ESEA programs; (2) projects under Title VII, (3) ESEA; State Accreditation Standards; and (4) multicultural curriculum guidelines required by court order. Goals and components of bilingual education are identified.

GB/H

Texas Education Agency. Texas State Plan for Bilingual Education, December 8, 1978.

The Statement of Purpose (p. iii) quotes from Section 16.001 of the Texas Education Code, as well as from Sections 21.451-21.460. The first one, Section 16.001 refers to State policy in regard to public education in general, while Sections 21.451-21.460 refer to prescribed instructional programming and to the allotment of special funds for bilingual education.

The "Texas State Plan for Bilingual Education" was developed to implement this public policy and to provide school districts with a common basis for implementing programs for all LSA children in grades K - 12.

1.1 DISTRICT LEVEL ORGANIZATION

H

Yorrow, Beth. Bilingual/ESL Programs for Migrant Children, New Mexico State University, National Educational Laboratory Publishers, Inc., Austin, Tex.

Discusses the development of special programs for Spanish-speaking migrant children. Topics covered are: definition of bilingual education and ESL, judicial and legislation support, pre-program assessment, grade and age level, children's length of stay, integration with or segregation from regular school program, selection of program models, establishment of instructional program goals, program staff, parent and community involvement, support services, instructional materials, student and program evaluation, and dissemination.

1. ORGANIZATION AND STRUCTURE

1.2 SCHOOL LEVEL ORGANIZATION

Classification by L1, L2 Proficiency
Entry/Exit Criteria for Bilingual Classrooms
Tracking/Ability Grouping
Classroom Placement Procedures
Segregative Practices

I

Allery, Alan J. Science: An Indian Perspective, Ten Modules for Learning, Indian Ethnic Heritage Studies Curriculum Development Project, 1974-75.

Ten models applicable to middle grades as part of social studies program are presented. Some of the modules included are: Some scientific Native American contributions; an introduction to the Native American's close identification with nature; months, seasons, Indian signs, and their meanings; kitchen chemistry: making whole bread, and others.

H

Barerra, Mario. Bilingual Program Implementation: A Handbook for Teachers and Administrators, Austin: Dissemination and Assessment Center for Bilingual Education, 1978.

The handbook contains information on classroom organization, students' linguistic backgrounds, and grouping procedures used for placement in bilingual/bicultural education programs; principals' roles; staff development; and materials and curriculum. Included are plans for self-contained classrooms, open classrooms, multi-age units and team teaching approaches. The integration of Spanish-dominant and English-dominant students is also discussed.

Presents curriculum on the basis of how the child learns a language: listening, oral language development, reading, and writing. Goes on to include math, social studies, and science, and primarily encourages the teaching of the complete basic curriculum in English and Spanish, depending on the language proficiency of the child at various stages of his/her development.

1.2 SCHOOL LEVEL ORGANIZATION

H

Cabanas, Clodomiro, U. A Descriptive Study of the Implementation of a Transitional Bilingual Program for Spanish-Speaking Junior High School Children in Southbridge, Massachusetts, University of Massachusetts, 1974.

The study addresses the implementation of bilingual programs for students with limited English-speaking ability. A description of the implementation period including the key people involved and the events leading to the implementation of the bilingual program are presented. The information, obtained from a questionnaire designed by the Bureau of Transitional Bilingual Education and administered to the children in the bilingual program by the investigator, is reported and analyzed.

GB

Cardenas, Jose A. et al. Bilingual Education Cost Analysis, Washington, D.C.: Office of Education (DHEW), August 1976.

This publication discusses a cost analysis study of bilingual education in Texas that sought to determine the per-pupil costs of a minimally adequate program that would correspond to the regular monolingual program funded under the state's foundation finance program. The study identified the essential costs of a model bilingual education program as defined by a panel of experts and then calculated weighted-pupil factors for different grade levels of elementary bilingual education. Findings indicate that cost weights for the first year of a bilingual program are: 1.31 for grade K, 1.42 for grades 1-3, and 1.36 for grades 4-5; for subsequent years of a bilingual program the cost weights are 1.25 for grade K, 1.35 for grades 1-3, and 1.30 for grades 4-5.

F

Cemrel, Inc. "Project Description Booklet Analysis and Selection Kit PIP--To Know Savoir--." Prepared under U.S. Office of Education Contract 300-75-0358.

Project Savoir, for French-dominant students, is one of four bilingual projects selected as unusually successful for developing skills, abilities and self-concepts in students whose dominant language is not English. This booklet provides a very thorough description of school and classroom level organization, management, cost-estimating, in-service and staff development, use of classroom time, content areas including both basic skills and cultural/historical lessons, necessary teacher qualifications and language proficiency. The plan is for a 2-5 year maintenance/transitional program; the development and continued learning of English is stressed.

1.2 SCHOOL LEVEL ORGANIZATION

Teaching techniques and testing are left largely up to the teacher, and take the form of teacher-generated objectives for students to accomplish as tasks. Students are evaluated and their work is kept on file. The tasks are teacher-designed and organized considering achievement-level student groupings. Facilities, implementation and phasing-in time are all outlined in this booklet. Parental involvement in the form of volunteer programs, advisory committees, and assistance in classroom activities is strongly advocated. Concern with cultural and language maintenance and the student's self concept is evident. The booklet is an extremely detailed and technical bilingual education program proposal.

H

Cordasco, Francesco. "Puerto Ricans on the Mainland: The Educational Experience," in Bilingual Schooling in the U.S. - A Sourcebook for Educucation Personnel, Francesco Cordasco, ed., New York: McGraw Hill, 1976.

A brief narrative of Puerto Rican immigration to the mainland. Includes a description of Puerto Rican children's encounters with the American educational system. The author furnishes specific recommendations for the incorporation of an educational approach sensitive to the needs of the Puerto Rican students at the elementary and secondary level.

H/GB

Danile, Susana. Models in Bilingual/Bicultural Education: The Community College of Philadelphia Experience, April 1977.

The paper presents a brief historical overview and summary of the various approaches and recent developments in bilingual education as well as a model developed at the college level to service Hispanic students attending the Community College of Philadelphia.

I

ERIC Clearinghouse on Early Childhood Education. American Indian Education: An Abstract Bibliography, Urbana, Illinois, 1975.

Seventy-three entries on surveys of the special needs of American Indians, descriptions of federally-sponsored projects on American Indian education, evaluations of American Indian schools, studies of American Indian cultural traits, research on instructional approaches and techniques, and curriculum materials for and about American Indians.

1.2 SCHOOL LEVEL ORGANIZATION

GB

Escobedo, Theresa Herrera. Culturally Responsive Early Childhood, Los Angeles, Ca.: Cal Education State University, 1978.

The author maintains that culturally responsive programs incorporate the child's native language and cultural knowledge as part of the curriculum. Available data on six early childhood bilingual education programs reveals varying degrees of cultural responsiveness. It is concluded that further research is required to determine the effectiveness of different approaches and the extent to which culturally-bound cognitive styles exist in non-English-speaking children.

GB

Harly, Curtis. "General Descriptions of Bilingual Programs That Meet Students' Needs," in Bilingual Schooling in the United States--A Sourcebook for Education Personnel, Francisco Cordasco, Ed., New York: McGraw-Hill, 1976.

Different models of time allotment per language of instruction, as well as issues one must address to design a bilingual program that suits the characteristics of the community, the class, and the desires of the parents.

GB

Illinois Board of Higher Education. Bilingual Teacher Education Conference Report, Springfield, Illinois: Illinois Board of Higher Education, December, 1974.

The document contains recommendations made at the Bilingual Teacher Education Conference. It also includes Public Act 78-727, an addition and amendments to the Illinois School Code. Because many teachers in bilingual programs were found to be "not qualified," the recommendations in the Report are addressed to colleges and universities. The programs should be competency-based. Credit should be given for relevant off-campus experiences. Suggested programs are outlined which emphasize a multi-disciplinary approach to teacher education within a four-year program.

Those who have received degrees outside the continental United States should have options made available to them to facilitate their participation.

1.2 SCHOOL LEVEL ORGANIZATION

Certification should be possible within established undergraduate programs. Competencies should be in the areas of language, culture, methods, and field experience. In addition to other certification requirements, the report also includes Public Act 78-727 of the Illinois School Code, 1961, which provides for an Office of Transitional Bilingual Education. The transitional program includes full-time instruction in both English and the native language, and in the history and culture of the country or area which is the native land of the LESA children enrolled. The children identified as LESA students are to be enrolled for three years or until they can "perform successfully" in monolingual English classrooms, whichever occurs first.

GB

Irizarry, Maria Antonia. A Proposed Model for a Bilingual Approach Mode of Instruction at the Two-Year College Level (Spanish-English), Columbia University Teachers College, 1977.

Examines the various bilingual programs and bilingual situations existing in seven two-year colleges in New York City, and defines their potential strengths and weaknesses by studying their instructional programs. An alternate model program for bilingual instruction at the junior college level is developed.

It found that the closer an institution came to being a full bilingual-bicultural establishment, the more instructional components were present.

GB

Itzkoff, Seymour W. Cultural Pluralism and American Education, Scranton, Pa.: International Textbook Co., 1969.

The author provides a philosophical and practical defense of cultural pluralism, examines the historical rise and fall of pluralism as an ideal and as a reality, and looks at the implications of cultural imperialism and cultural pluralism in American education. The ideas of Dewey, Kallrn, Berkson and especially Ernst Cassirer are explicated; the differences separating discursive and non-discursive are related to the issue of cultural pluralism; the question of integration of various minorities into the mainstream is considered. A distinction is drawn between caste (power-oriented) divisions and cultural diversity.

1.2 SCHOOL LEVEL ORGANIZATION

GB

Kachaturoff, G., and J.A. Romatowski. Model for Developing an Inservice Teacher Workshop to Help Multilingual and Multicultural Students, 1975.

Describes a model for designing an inservice teacher workshop to assist teachers working with multicultural students. The design model developed consisted of three major components: (1) identification of needs, (2) planning and organization of experiences and resources, and (3) education.

Evaluation indicated that the design of the workshop did help the participants to deal more effectively with the challenge of teaching in a multicultural, multilingual society.

H

Librado, Keno Vasquez. An Experimental Pilot Bilingual Model School for Transient Mexican American Students, University of Oregon, 1969.

Describes the Experimental Pilot Bilingual Model School for Transient Mexican American Students (K-12). The main objective of this model school is to integrate the transient and stable Mexican American students into the regular classroom at the earliest possible time. An outline that has specific plans for a future experimental pilot bilingual model school for Mexican Americans is included. An evaluation of a brief pilot testing program which has compared the achievements of Mexican Americans in a southern California junior high school under monolingual and bilingual teachers, using the Stanford Achievement Test, is also included.

H

Lugo, James Oscar. A Comparison of Degrees of Bilingualism and Measure of School Achievement Among Mexican-American Pupils, Ph.D. Dissertation, University of Southern California, 1979.

The major purpose of this study is to explore the relationship among degrees of bilingualism of Mexican-American pupils from the ghetto of Los Angeles in order to develop criteria for early pupil placement into one of the three existing school programs: (1) English as Second Language, (2) Bilingual Education, and (3) the regular school program.

It was found that principals and permanent teachers agreed that Spanish should be used as a language of instruction for pupils that know little English. The regular program does not help the Mexican-American pupil to achieve school success. The results suggest that lack of English may not be the most important barrier to the school success of the Mexican American and that culture is a more powerful motivator for tested achievement than competency in English. Educators of Mexican-Americans need intensive inservice training.

1.2 SCHOOL LEVEL ORGANIZATION

H

Migdail, Sherry Resnick. An Analysis of Current Select Teacher Training Programs in Bilingual/Bicultural Education and the Development of New Teacher Training Designs, Ed.D. Dissertation, The American University, 1976.

This study surveys, compares and analyzes teacher training data drawn from a selected geographic sample of ten school districts which are funded under Title VII, Bilingual Education Act of 1965, as amended in 1967, and as amended in the Education Amendments of 1974. It also designs new models for the training of teachers. Findings indicate that the population of the southeast was the least supported by university training programs. The Puerto Rican population from the northeast lacked administrative support but teachers were very willing to continue in bilingual education. Among "Latinos" of the midwest there was a poor ratio, 150 to 1, of Latino students to Latino teachers. In the southwest, despite frustrations and problems, bilingual education was not stable.

GB/H

Patterson, Marti Kay. A Descriptive Analysis of Methods and Materials for Teaching Bilingual Spanish-Speaking Students in the Bilingual Program in Texas Public Schools, Ed.D. Dissertation, Baylor University, 1976.

The purposes of this study were: (1) to determine who holds primary teaching responsibility for bilingual biculturalism in the public schools, (2) to identify methods and materials which are being used in these programs to teach bilingual students, and (3) to obtain and interpret teacher opinions of the major curricular problems faced in investigating a bilingual program. It was found that: (1) the majority of the teachers in bilingual classrooms in Texas are bilingual; most are certified in bilingual culturalism or hold temporary certification while working toward professional certification; (2) the use of paraprofessionals in the bilingual classroom is a widespread policy; (3) teachers of bilingual education across Texas are planning for bilingual instruction through the use of predetermined student objectives in all fourteen areas recommended by the Texas Education Agency (TEA); (4) fourteen areas of instruction are being taught in both English and Spanish by a majority of the districts for an approved length of time per week meeting the guidelines established by the Texas Education Agency; (5) the methods used center primarily around small groups or on individualized instruction and include a great variety of activities; (6) instructional materials are mostly teacher-made; and (7) there is weak compliance with the TEA guidelines with respect to student grouping and parent advisory committee involvement.

1.2 SCHOOL LEVEL ORGANIZATION

GB

Ramirez, Arnulfo G. "Language Dominance and Pedagogical Considerations." In Language Development in a Bilingual Setting. Pomona, Calif.: National Multilingual-Multicultural Materials Development Center, California State Polytechnic University, 1979. pp. 156-170.

The first part of this paper analyzes tests of language dominance and their advantages and drawbacks. The second part discusses pedagogical applications of the knowledge about a student's language dominance. Two questions that are still open to debate are: 1) Will a child learn to read more rapidly if initial reading instruction is in the mother tongue? 2) Are the rates of learning educationally-related skills the same in the vernacular and second language? The critera for language use in content areas are not clear:

1. utilitarian: based on available materials, the languages used in later grades;
2. context-independent;
3. context-sensitive: based on psychological or social factors;
4. code-alternation teaching strategies: avoids compartmentalization; children can also learn interactional norms of the community.

Adolescent bilingual students will be influenced by attitudinal-motivational factors. It might be useful to categorize school subjects into three categories: 1) domain-free (content-free); 2) domain-sensitive (context-sensitive); 3) career-oriented.

H

Richmond Babel Productions. Espanol como Segundo Idioma, Teacher's Guide--Level One, Berkeley, Calif., 1971.

Consists of a series of units, each one covering approximately one month of school time. Included in each unit are the activities and materials to be used, as well as the objectives for the unit written in English or Spanish. Instructions to the teacher are written in English.

The guide is designed for use in a classroom that is composed of learning centers using English as a language of instruction and some using Spanish. Concepts to be taught include: colors, numbers, geometric shapes, body parts, weather, family, animals, foods, and days of the week. An appendix of finger plays, nursery rhymes, and flannel board stories, all in Spanish, supplement the units in the guide.

1.2 SCHOOL LEVEL ORGANIZATION

GB

Seelye, H. Ned and Billie M. Navarro. A Guide to the Selection of Bilingual Education Program Designs, Arlington Heights, Illinois: Bilingual Education Service Center, 1977.

Nine models, eight that are bilingual and one to be used as an emergency interim program, are described and charted in this kit prepared for school administrators. The models range from self-contained designs to magnet center designs to itinerant teacher designs. The applicability, student participants, facilities, and materials needed are described. Materials, instructional alternatives and training for teachers, advantages and disadvantages of each type are outlined. Sample scheduling patterns are included. The charts included show how to start with the numbers of Limited English Speaking Ability students present to determine the most desirable program.

C-P

Subcommittee on Cape Verdean Issues and Cape Verdean Educators Collaborative "Statement on the use of Cape Verdean Crioulo Language in Bilingual Classrooms."

The Subcommittee on Cape Verdean Issues and the Cape Verdean Educators Collaborative present a statement strongly advocating the use of Crioulo as the medium of instruction for non-Portuguese-speaking Cape Verdean children, in compliance with the TBE act. The tone of the statement is that of an argument based on intuitive logic and observation with a purpose of instigating change; it is not an academic piece. Possible negative consequences of the then existing program on the children involved is a major concern. More specifically, the erroneous labeling of Crioulo-dominant LEP students as Portuguese-speaking is attributed to a carry-over of colonialist oppression and the mistaken idea that Crioulo is a Portuguese dialect. It is pointed out that most Cape Verdean students speak Crioulo in the home and have little, if any, understanding of Portuguese. However, as they are labeled as Portuguese-speaking and assigned to TBE programs accordingly, the TBE laws are being violated. Inability to learn, emotional frustration, and the degrading of the child's culture result from a refusal to recognize his/her language as legitimate. The major goal of TBE--transition to English-speaking--is undermined by the necessity of first learning Portuguese, the language of instruction. The situation is counterproductive. The authors conclude by recommending a program of study wherein Crioulo is the medium of instruction as the child is taught English. Emphasis would be placed on oral teaching because of the availability of Crioulo-language materials. The incorporation of Cape Verdean culture into the curriculum is suggested. The statement therefore advocates a truly maintenance/transitional program in complete compliance with the TBE act.

1.2 SCHOOL LEVEL ORGANIZATION

GB/H

Texas Education Agency. Texas State Plan for Bilingual Education, V-A, December 8, 1978.

GB/H

Texas Education Agency. Principles, Standards, and Procedures for the Accreditation of School Districts, A Supplement-Publication No. AD 7 825 01 May, 1977.

Selected Citations on Curriculum Requirements from the Texas Education Code.

F

Veilleux, D., Assistant Director-Evaluator, "A Survey of Program Impact of the St. John Valley Bilingual Education Program 1970-1977 Project Brave, M.S.A.D. #33, MADAWASKA, M.S.A.D. #24," 1977.

The author presents a largely quantitative article assessing the impact of French-English bilingual education on scholastic achievement and on attitudes of French-Acadian BE program students. Results are measured within the program membership longitudinally. Comparisons are also made between BE and non-BE program students. Little information is given on the actual St. John Valley Bilingual Educational Program, except that it has operated for eight years in grades K-7 and 9-10 in the three participating school districts, and is funded by Title VII, and ESEA.

The author presents pre-program achievement data in appropriate tables and graphs illustrating that St. John Valley students scored below national norms in math, science, social studies and language arts on standardized achievement tests, prior to BE. Based on information in the St. John Valley BE Grant Proposal of 1970, the author generates a list of factors contibuting to this substandard academic performance. Four of the five factors indicate failure of school curriculum to meet specific language and cultural needs of bilingual students, wherein English is the medium of instruction, and French is the home-use language. Poor self-concept was judged an additional consequence of this situation. The author then outlines the program objectives at the time of its implementation as:

o development of French and English language skills;

- bilingual instruction in math, science, art, music, social studies, and their local culture;
- educational inservice training provided to teachers; and
- individualized instruction based on behavioral objectives, accountability and student performance.

Post-program findings of both academic and attitudinal nature were presented. The BE students achieved average to above average national stanines in reading, math, science and language skills as shown through five-year longitudinal data collected on grades K-5. Based on additional data, the author contends that Title VII students, in general, achieve at or above national norms. In a comparison between Title VII and non-BE program students in three districts, using S.R.A. and M.A.T. as indicators, BE students achieved higher scores. Appropriately quantified data are included. Third, sixth and seventh grade BE and non-BE students were given self-appraisal questionnaires. The author found all St. John Valley students to have generally positive attitudes. However, on items of peers, family and especially school and language, the BE students were rated as significantly more positive. Plotted results and questionnaires are included in the article.

GB

York Borough of Education. A Draft Report of the Work Group on Multiculturalism: York Borough of Education, 1977.

Report on multiculturalism of the educational system of the Borough of York, examining the following 8 issues: 1) establishing a climate of appreciation and learning within the educational system; 2) curriculum content; 3) eliminating discrimination; 4) government role on multiculturalism; 5) orientation and placement of immigrant children; 6) retention of cultural identity; 7) effective staffing and training of teachers to work with students from differing cultures; and 8) promoting teaching ESL and/or other dialect.

H

Yorrow, Beth. Bilingual/ESL Programs for Migrant Children, New Mexico State University, National Educational Laboratory Publishers, Inc., Austin, Tex.

Discusses the development of special programs for Spanish-speaking migrant children. Topics covered are: definition of bilingual education and ESL, judicial and legislation support, pre-program assessment, grade and age level, children's length of stay, integration with or segregation from regular school program, selection of program models, establishment of instructional program goals, program staff, parent and community involvement, support services, instructional materials, student and program evaluation, and dissemination.

1. ORGANIZATION AND STRUCTURE

1.3 CLASSROOM LEVEL ORGANIZATION

Numbers of Children by Language/Culture
Numbers of Teachers by Language/Culture
Numbers of Aides/Paraprofessionals by Language Culture
Subgrouping within Classroom
Teacher/Aide Role Definition
Pullout Practices
Student Role Definition
Individual or Small Group Tutoring
Participant Structures (Mehan, 1979)

H

Barerra, Mario. Bilingual Program Implementation: A Handbook for Teachers and Administrators, Austin: Dissemination and Assessment Center for Bilingual Education, 1978.

Presents curriculum on the basis of how the child learns a language: listening, oral language development, reading, and writing. Goes on to include math, social studies, and science, and primarily encourages the teaching of the complete basic curriculum in English and Spanish, depending on the language proficiency of the child at various stages of his/her development.

H

Bryan Independent School District. Bilingual Program Curriculum Guide. Bryan, Texas: Bryan Independent School District, n.d.

The Bryan Independent School District maintains a transitional bilingual education program for grades K-3 in Spanish/English self-contained classrooms. Two goals of the district which are related specifically to bilingual education are that students achieve English proficiency by grade 3 or sooner which enables them to perform successfully in a regular English classroom, and that they develop dignity and self-worth from "pride in cultural heritage."

1.3 CLASSROOM LEVEL ORGANIZATION

F

Cemrel, Inc. "Project Description Booklet Analysis and Selection Kit PIP--To Know Savoir--." Prepared under U.S. Office of Education Contract 300-75-0358.

Project Savoir, for French-dominant students, is one of four bilingual projects selected as unusually successful for developing skills, abilities and self-concepts in students whose dominant language is not English. This booklet provides a very thorough description of school and classroom level organization, management, cost-estimating, inservice and staff development, use of classroom time, content areas including both basic skills and cultural/historical lessons, necessary teacher qualifications and language proficiency. The plan is for a two- to five-year maintenance/transitional program; teaching techniques and testing are left largely up to the teacher and take the form of teacher-generated objectives for students to accomplish as tasks. Students are evaluated and their work is kept on file. The tasks are teacher-designed and organized considering achievement-level student groupings. Facilities, implementation and phasing-in time are all outlined in this booklet. Parental involvement in the form of volunteer programs, advisory committees, and assistance in classroom activities is strongly advocated. Concern with cultural and language maintenance and the student's self-concept is evident. The booklet is an extremely detailed and technical bilingual education program proposal.

C-P

Clark, D. "Selected Portuguese T.B.E. Programs," from excerpts and conclusions of an unpublished thesis. Harvard University, Cambridge Mass. 1976.

The author presents a comparison between the legal guidelines of the TBE Act and existing TBE programs. The situation of the Cape Verdean students enrolled in TBE programs at the Condon Elementary School (at the time of the article) is cited as an example of serious discrepancy. Misuse of the census is indicated as the primary cause of the breakdown between law and reality.

At the time that this article was written, Crioulo-dominant Cape Verdean children were labeled as Portuguese-speaking by the census and assigned to TBE programs accordingly. An overview of the classroom organization of two program classes in the sample school is given to illustrate the inadequacy. One classroom had approximately twenty-Crioulo-dominant Cape Verdean students, a teacher with limited Crioulo-speaking abilities, and one Crioulo-fluent Cape Verdean-born aide. The second classroom with similar student membership had a teacher unfamiliar with Crioulo language, and one Crioulo-fluent Cape Verdean-born aide. In neither case was Crioulo the medium of instruction. This situation resulted from the census erroneously typing the children as Portuguese-speaking.

The author also argues in favor of cultural agreement between teacher and child, and an increase of funding to Cape Verdeans from "bilingual administrators." Frustration, loss of motivation, and an inability to learn are indicated by the author as the negative consequences of the language discrepant situation described.

GB

Kobrick, Jeffrey W. "The Compelling Case for Bilingual Education," in Teaching the Bilingual, Frank Pialorsi, ed., Tucson: University of Arizona Press, 1974.

The author gives demographic facts, budgetary figures, and real-life classroom examples necessary to support a call for rapid expansion of bilingual education programs in the U.S. An analysis of the purpose and efficiencies of Title VII legislation and a summary of the Massachusetts Bilingual Education Act is also included.

H

Larson, Anna Marine Gustafson. Instruction by Tutoring of Third Grade, Bilingual, Inner-City Children in Meaning Vocabulary, Ph.D. Dissertation, University of Illinois at Urbana-Champaign, 1975.

The purpose of this study is to explore the relative value of individual tutoring, small group tutoring, and presenting words in isolation or in contextual phrases with metropolitan, inner-city, third grade Mexican-American subjects. The findings show no significant differences between individually and group tutored subjects and words presented in contextual phrases are not learned better than those presented in isolation. However, the results indicate that verbal intelligence of Mexican-American subjects in this study is related to reading achievement and that absenteeism affects school reading achievement. Personal attention and the oportunity to converse about words with a young adult apparently results in improved self-concept and better attitudes toward reading.

1.3 CLASSROOM LEVEL ORGANIZATION

C-P

Massachusetts Advisory Council on Cape Verdean Issues, "Scituate Public Schools," Program Sketch.

The Massachusetts Advisory Council on Cape Verdean Issues produced a brief report on the trilingual program in Scituate public schools. The report describes a non-restrictive maintenance/transitional trilingual program wherein the teachers share a common cultural and linguistic background with the LEP student. Materials, instruction and student-teacher interaction are described as linguistically integrated with positive academic and psychological consequences for the children. More specifically, twenty LEP student-members coming from Cape Verde, Angola and Portugal, some Portuguese-dominant, but all "fluent" in Crioulo, belong to this high school-level program. Two Cape Verdean-born trilingual teachers (Crioulo, Portuguese, English), two English-monolingual aides, and one Cape Verdean-born trilingual Community Liason Person interact with the students.

Students are grouped according to ability and language proficiency. TBE laws and guidelines are followed. Crioulo is the language of instruction except in English language and Portuguese language classes where instruction given is in the language being learned. However, materials may be in Portuguese, e.g., the math class, where language dominance is heterogeneous. Students are free to use Crioulo, Portuguese or English at any time. This program aims to "effect positive integration into the regular curriculum within the three year period." The report indicates observable student enthusiasm, academic competition and participation in classroom discussion as positive effects of the program.

C-P

Massachusetts Advisory Council on Cape Verdean Issues, "James Condon School," Program Sketch.

The report produced by the Massachusetts Advisory Council on Cape Verdean Issues is brief and contains little actual information. Twenty-three LEP student members, Cape Verdean immigrants, all of whom are Crioulo-dominant, belong to this elementary school level TBE program. One trilingual teacher and one trilingual aide (Crioulo, Portuguese, English) interact with the students. Group work within ability groups is stressed. Crioulo is the medium of instruction, even during English language classes. Cape Verdean culture is included in the curriculum, although the report indicates a lack of available materials and ready knowledge in this area for classroom use.

1.3 CLASSROOM LEVEL ORGANIZATIONS

H

Morales, Frank Joseph. A Descriptive Study of Bilingual Teacher Aides and Their Utilization in Elementary Spanish-English Bilingual Classrooms, Ph.D. Dissertation, The University of New Mexico, 1976.

Baseline data on bilingual teacher aides working in bilingual classrooms and ways in which these aides assist classroom teachers in elementary Spanish-English bilingual/bicultural programs are investigated. The data collected reveal that: (1) Most of the duties of the bilingual teacher aides are of a noninstructional nature. (2) The bilingual/bicultural skills of the bilingual aides are not being fully utilized. (3) The aide is usually a high school graduate of Mexican-American descent. (4) Most bilingual aides are dissatisfied with the low salaries. (5) Career ladder programs or teacher types of programs encouraging aides to continue their education are not available. (6) Preservice and inservice training are not provided to all bilingual teacher aides.

GB/H

Patterson, Marti Kay. A Descriptive Analysis of Methods and Materials for Teaching Bilingual Spanish-Speaking Students in the Bilingual Program in Texas Public Schools, Ed.D. Dissertation, Baylor University, 1976.

The purposes of this study were: (1) to determine who holds primary teaching responsibility for bilingual biculturalism in the public schools, (2) to identify methods and materials which are being used in these programs to teach bilingual students, and (3) to obtain and interpret teacher opinions of the major curricular problems faced in investigating a bilingual program. It is found that: (1) the majority of the teachers in bilingual classrooms in Texas are bilingual; most are certified in bilingual culturalism or hold temporary certification while working toward professional certification; (2) the use of paraprofessionals in the bilingual classroom is a widespread policy; (3) teachers of bilingual education across Texas are planning for bilingual instruction through the use of predetermined student objectives in all fourteen areas recommended by the Texas Education Agency (TEA); (4) fourteen areas of instruction are being taught in both English and Spanish by a majority of the districts for an approved length of time per week meeting the guidelines established by tht Texas Education Agency; (5) the methods used center primarily around small groups or on individualized instruction and include a great variety of activities; (6) instructional materials are mostly teacher-made; and (7) there is weak compliance with the TEA guidelines with respect to student grouping and parent advisory committee involvement.

1.3 CLASSROOM LEVEL ORGANIZATION

H

Plante, Alexander J. A Study of the Effectiveness of the Connecticut "Pairing" Model of Bilingual/Bicultural Education, 1976.

A study made to determine the effectiveness of the Connecticut "pairing" model in improving school success in reading, arithmetic, language arts skills and enhancing self-concept of Spanish-dominant children classified as low achievers.

Pairing consisted of one Spanish-speaking and one English-speaking teacher. Conclusions: The pairing model does increase the Spanish reading achievement and English reading achievement of Spanish-dominant children in the second grade at statistically significant levels; arithmetic and language skills, and self-concept also improved.

GB

Seelye, H. Ned and Billie M. Navarro. A Guide to the Selection of Bilingual Education Program Designs, Arlington Heights, Illinois: Bilingual Education Service Center, 1977.

Nine models, eight that are bilingual and one to be used as an emergency interim program, are described and charted in this kit prepared for school administrators. The models range from self-contained designs to magnet center designs to itinerant teacher designs. The applicability, student participants, facilities, and materials needed are described. Materials, instructional alternatives and training for teachers, advantages and disadvantages of each type are outlined. Sample scheduling patterns are included. The charts included show how to start with the numbers of Limited English Speaking Ability students present to determine the most desirable program.

N/GB

Texas Education Agency. A Statewide Design for Bilingual Education, n.d., (Pamphlet).

This is a Revised Statewide Design for Bilingual Education approved by the Texas State Board of Education on June 5, 1971. The revised design constitutes a uniform basis for all bilingual activities of the Texas Education Agency. Such activities include: (1) Bilingual programs based on State Statutes Articles 2654-1d and 2893, Vernon Civil Statutes, Bilingual activities in Title I, Title I Migrant, and Title III, ESEA programs; (2) projects under Title VII, ESEA; (3) State Accreditation Standards; and, (4) multicultural curriculum guidelines required by court order. Goals and components of bilingual education are identified.

2. MANAGEMENT AND COSTS

Compliance with SEA Guidelines
Costs of BE Features
Funding Sources, Allocation and Flow
Certification Regulations

GB

Alston Herbert, L. Title IV-C Pilot Program: An Educational Needs Projection Model. Project Report. Estimates of Personnel Needed and Costs of HISD Bilingual Educational Programs, 1977.

The purpose of this project is to develop procedures for forecasting the personnel needed by the school district for a five-year period in response to current and expected legislation, changing student population, etc. The report summarizes the "Bilingual Education Cost Analysis" by Cardenas, Bernal, and Kean (1976a, 1976b); presents a cost analysis of the Houston Independent School District bilingual education programs based on existing programs; presents initial estimates of personnel needs and costs for the Houston Independent School District; and discusses the use of these estimates in an Educational Needs Projection Model.

I

Battiste, Marie A. Study of Bilingual-Bicultural Projects Involving Native Americans Indo-Europeans, Palo Alto, Ca.: American Institute for Research in the Behavioral Sciences, 1975.

The study objectives are to: (1) identify the major issues involved in bilingual/bicultural education; (2) document the goals, approaches, resources or costs; (3) assess the impact bilingual education has had on communities; and (4) recommend possible federal program changes. The following are among the major conclusions and recommendations: (1) some evidence exists that Title VII is having long-range benefits; and (2) there is a general lack of materials, teaching skills, expertise on planning materials development, and evaluation at the local project level which can be improved by providing continuous technical assistance.

2. MANAGEMENT AND COSTS

GB

Bernal, Joe J. Analyzing Bilingual Education Costs, March 1976.

This paper examines the particular problems involved in analyzing the costs of bilingual education and suggests that cost analysis of bilinqual education requires a fundamentally different approach than that followed in other recent school finance studies. Focus of the discussion is the Intercultural Development Research Association's (IDRA) effort to analyze bilingual education costs via the weighted-pupil technique. IDRA found that the typical weighted-pupil approach was inadequate because it requires identification of "best practice" school districts. Since bilingual education is an evolving area, identification of such lighthouse districts proves to be impossible. Therefore, IDRA developed a hypothetical model of bilingual education that could serve both as a curriculum development model for bilingual education programs and as a basis for later cost analysis studies. Much of the paper describes and discusses IDRA's exemplary model for bilingual education.

H

Blanco, George, et al. Bilingual Education: Current Perspectives - Volume 4, November 1977.

The Office of the Commonwealth of Puerto Rico and the Center for Applied Linguistics cooperated in a state-of-art study of the field of bilingual education. The study covers four general areas concerned with bilingual education, social science, languages and linguistics, and law and education. This is the fourth in a series of four volumes that present the major papers and viewpoints on education including: The Education Perspective" by George Blanco and the following viewpoints--Budgeting for Bilingual Education by Jose A. Cardenas; "Psycholinguistic Evidence" by James Cummios; "Analyzing Bilingual Education Costs" by Joseph D. Garac; "Cross-Cultural Research" by William Hall; "Meeting the Needs" by Byron W. Hansford; and "The Importance of Testing" by Protase Woodford.

2. MANAGEMENT AND COSTS

GB

Bureau of Transitional Bilingual Education and Bureau of Educational Information Services. "Bilingual Bicultural Is Two Way Education," Massachusetts Board of Education. Third Printing, 1978, 58 pp.

This manual brings together the basic documents of the Transitional Bilingual Education Act of Massachusetts, signed into law in 1971. It explains the definition of transitional bilingual education and points out that the program is full-time, up to three years duration and not intentionally segregationist. Titles of the various sections include:

--Regulations for use in administering transitional bilingual programs;
--Regulations for the Certification of bilingual teachers: included are regulations for secondary and special education teachers;
--Criteria to determine bilingual teacher competencies in language skills and culture;
--Guidelines for parental involvement;
--Guidelines--Full-time program of instruction in transitional bilingual education:
  --Curriculum guidelines
  --Treatment of language mediums
  --Content
  --Organization of the curriculum
--Census obligations

GB

Cardenas, Jose A. et al. Bilingual Education Cost Analysis, Washington, D.C.: Office of Education (DHEW), August 1976.

This publication discusses a cost analysis study of bilingual education in Texas that sought to determine the per-pupil costs of a minimally adequate program that would correspond to the regular monolingual program funded under the state's foundation finance program. The study identified the essential costs of a model bilingual education program as defined by a panel of experts and then calculated weighted-pupil factors for different grade levels of elementary bilingual education. Findings indicate that cost weights for the first year of a bilingual program are: 1.31 for grade K, 1.42 for grades 1-3, and 1.36 for grades 4-5; for subsequent years of a bilingual program the cost weights are 1.25 for grade K, 1.35 for grades 1-3, and 1.30 for grades 4-5.

2. MANAGEMENT AND COSTS

GB

Cardenas, Jose A. "Budgeting for Bilingual Education," in *Bilingual Education: Current Perspectives, Vol. 4*, November 1977.

The author presents and critiques the cost analysis of the bilingual education program done by the Intercultural Development Research Associates (IDRA) including variables which influence costs and areas of expenditures. The author concludes that the amount of money allocated for the implementation of bilingual education in the state of Texas is inadequate and, therefore, it is not surprising that many school districts have been less than eager to comply with the letter of the law.

GB

Cardenas, J. *The AIR Evaluation of the Impact of ESEA Title VII Spanish/English Bilingual Education Programs: An IDRA Response with a Summary*, Intercultural Development Research Association, San Antonio, Texas, June 1977.

This analysis reveals critical weaknesses surrounding the theoretical basis for the AIR (American Institutes for Research) evaluation design. It poses questions concerning the evaluation methodology, identifying major discrepancies in the identification of the target population, the selection of control groups, the test instruments used, the amount of time between pre- and post-testing, the lack of consistency in programs being studied, the adequacy of instructional staff, and the source of funds being used. It is the opinion of IDRA that inadequacies in methodology, sampling, instrumentation, controls and implementation make the AIR findings highly questionable. Since it is obvious that there are problems and discrepancies in the implementation of bilingual programs, it is recommended that the U.S. Office of Education channel federal resources towards further analysis of this problem.

2. MANAGEMENT AND COSTS

P

Cemrel, Inc. "Project Description Booklet Analysis and Selection Kit PIP--To Know Savoir--." Prepared under U.S. Office of Education Contract 300-75-0358.

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C-P

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student membership had a teacher unfamiliar with Crioulo language, and one Crioulo-fluent Cape Verdean-born aide. In neither case was Crioulo the medium of instruction. This situation resulted from the census erroneously typing the children as Portuguese-speaking.

The author also argues in favor of cultural agreement between teacher and child, and an increase of funding to Cape Verdeans from "bilingual administrators." Frustration, loss of motivation, and an inability to learn are indicated by the author as the negative consequences of the language discrepant situation described.

H

Danoff, Malcolm V. Evaluation of the Impact of ESEA Title VII Spanish/English Bilingual Education Program: Overview of Study and Findings, American Institutes for Research on the Behavioral Sciences, Palo Alto, California, March, 1978.

This fourth and final report on the study of the impact of bilingual education provides an overview of the design of the study and a summary of the findings. The goals of the original study were: 1) to determine the cognitive and the affective impact of bilingual education on students in Spanish/English bilingual education projects funded by Title VII, 2) to describe the educational processes operating in these projects, 3) to identify those educational practices which result in greater gains in student achievement, and 4) to determine per student costs associated with each project.

I

ERIC Clearinghouse on Early Childhood Education. American Indian Education: An Abstract Bibliography, Urbana, Illinois, 1975.

Seventy-three entries on surveys of the special needs of American Indians, descriptions of federally-sponsored projects on American Indian education, evaluations of American Indian schools, studies of American Indian cultural traits, research on instructional approaches and techniques, and curriculum materials for and about American Indians.

2. MANAGEMENT AND COSTS

GB

Gaarder, A. Bruce. "The First Seventy-Five Bilingual Education Projects," in Bilingual Schooling in the United States--A Sourcebook for Educational Personnel, Francisco Cordasco, Ed., New York: McGraw-Hill, 1976.

This study of the original seventy-five bilingual schooling projects supported by Title VII reveals that at the time of the study, inadequate attention was paid in time, resources, and understanding to the non-English language.

GB

Garcia, Joseph. Comparison of Bilingual Education Program Costs to the Regular Education Program Costs, 1976.

This paper describes a study that calculated program costs for bilingual education programs operating in New Mexico school districts during 1974-75 and compared these costs to costs for regular education programs. The statewide average showed bilingual programs cost 103 percent as much as regular educational program in grades 4-6. A series of tables presents program cost and enrollment data for each district, as well as average figures for different sizes of districts and figures for the state as a whole. A sample survey questionnaire and samples of the various worksheets used to analyze the survey data are included in the appendix.

GB

Grant, Joseph H. and Ross P. Goldsmith. Bilingual Education and Federal Law: An Overview, Austin: Dissemination and Assessment Center for Bilingual Education, n.d.

This paper examines prominent legal decisions in the area of bilingual education and discusses the need for such decisions as aids to effective education of bilingual students. The activities of the Office of Civil Rights in formulating and enforcing these decisions are also reviewed.

2. MANAGEMENT AND COSTS

GB

Interagency Task Force on Bilingual Teacher Preparation: An Update. California State Department of Education, Sacramento, California, August 1979, 14 pp.

As a response to a demand for more bilingual crosscultural teachers, the Task Force made the following recommendations to the Legislature of the State of California:

1) There is a need for more campus-sponsored programs in training bilingual teachers;
2) There is a need to establish programs to encourage teachers who now teach in a regular program and who are fluent in other languages to become qualified bilingual teachers;
3) Institutions of Higher Education (IHE) need to become involved in assessment for Bilingual Certificates of Competence, granting Associate of Arts degrees and designing multilingual-multicultural programs for small numbers of teachers in each of the languages other than Spanish (the major target language);
4) An expansion of the Bilingual Teacher Corps funding and the Teacher Development (Bilingual Crosscultural) Grant is needed; and
5) There is a need to assist teachers on bilingual waiver to become credentialed with a Certificate of Competence.

Attachments include funding allocations and the results of a symposium which concentrated on changes to be made in the IHE training programs.

GB

Kobrick, Jeffrey W. "The Compelling Case for Bilingual Education," in Teaching the Bilingual, Frank Pialorsi, ed., Tucson: University of Arizona Press, 1974.

The author gives demographic facts, budgetary figures, and real-life classroom examples necessary to support a call for rapid expansion of bilingual education programs in the U.S. An analysis of the purpose and efficiencies of Title VII legislation and a summary of the Massachusetts Bilingual Education Act are also included.

2. MANAGEMENT AND COSTS

H

Migdail, Sherry Resnick. An Analysis of Current Select Teacher Training Programs in Bilingual/Bicultural Education and the Development of New Teacher Training Designs, Ed.D. Dissertation, The American University, 1976.

This study surveys, compares and analyzes teacher training data drawn from a selected geographic sample of ten school districts which are funded under Title VII, Bilingual Education Act of 1965, as amended in 1967, and as amended in the Education Amendments of 1974. It also designs new models for the training of teachers. Findings indicate that the population of the southeast was the least supported by university training programs. The Puerto Rican population from the northeast lacked administrative support but teachers were very willing to continue in bilingual education. Among "Latinos" of the midwest there was a poor ratio, 150 to 1, of Latino students to Latino teachers. In the southwest, despite frustrations and problems, bilingual education was not stable.

GB

Moody, Charles D. Bilingual/Bicultural Education: Conference Papers, Program for Educational Opportunity, University of Michigan, Ann Arbor, Michigan.

The papers include five sections addressing issues of philosophy, law, language and linguistics, culture, and techniques and teaching strategies of bilingual/bicultural education.

GB/A/B/C-P/F/H/I/OLC

National Advisory Council on Bilingual Education. The Fourth Annual Report of the National Advisory Council on Bilingual Education, 1979.

This book-length report is oriented toward government process, research and decision-making concerning the area of bilingual bicultural education. Consequently, much of the report details relevant legislation, funding and resource allocation.

2. MANAGEMENT AND COSTS

The report begins with a current and historical presentation of BBE legislation, funding, philosophy and objectives. This includes the National Advisory Council's (NAC) recommendations of 1977, and the perceived results, point by point. The NAC 1978 recommendations are also included, separated by person, title or agency. The focus then moves quickly into a facts-oriented account of legal and financial situations relevant to BBE. Numerous tables, supplemental sections and charts are included to this effect. Examples of the type and scope of information presented include:

- Chart of the Allocation of Title VII Appropriations for the fiscal year of 1978. Subdivisions are:
    1) Training programs
    2) Basic demonstration programs
    3) Materials development
    4) SEAs
    5) National Clearinghouse for Bilingual Education
    6) NAC
- Chart of Training - Grants - Support Services:
    1) In-service training
    2) Fellowships
    3) Resource centers
    4) Professional development, etc.

The report gives a numerical account of programs per state per language group, and a state-by-state guide to BE legislation. It also reviews different legislative acts which lend support to BE although not directly mentioning BE. Also, the report presents a comprehensive testing with abstracted description of current studies using bilingual students as respondents, or subjects. A large number of these studies are oriented toward the cognitive ability and style of the bilingual student.

I

New Mexico State University. American Indian Education--A Selected Bibliography (With ERIC Abstracts), Austin: National Educational Laboratory Publishers, Inc., 1977.

A bibliography representing 248 citations and abstracts which appeared in RIE between April 1976 and May 1977. The subject areas most frequently cited included American Indian culture and language, bilingual education, cultural awareness, elementary/secondary education, program descriptions and evaluations, reading and instructional materials, history, educational alternatives, and federal legislation.

2. MANAGEMENT AND COSTS

H

Ramirez, Frank. Marketability of Bicultural/Bilingual Teachers in 1974 in the Los Angeles Unified School Distict, Ph.D. Dissertation, Claremont Graduate School, 1976.

The marketability of bicultural/bilingual teachers at both elementary and secondary levels in the Los Angeles Unified School Distict is analyzed. In addition, the need for bilingual teachers is assessed. The study reveals that the largest market for Spanish-speaking teachers is at the elementary level.

GB

Regional Education Agencies Project on International Education. A Resource Manual for Implementing Bilingual Education Programs, (Section 505, Title V Elementary and Secondary Education Act P.L. 89-10), n.d.

Information concerning compliance with Title VI Civil Rights Act of 1964. The Texas Education Agency advises that: (1) it will conduct reviews of the local education agency pertaining to compliance with Title VI, Civil Rights Act of 1964; (2) it will indicate policies and practices to be reviewed; and (3) staff representatives will check citizens' complaints of non-compliance and will report their findings to the United States Commissioner of Education.

H

Rodriguez M., Juan C. Supervision of Bilingual Program, Ph.D. Dissertation, New York: Arno Press, 1978.

An analysis of the implementation of the nation's first mandatory legislation in bilingual education--Chapter 71A, Transitional Bilingual Education Act of the Commonwealth of Massachusetts, through a review of pertinent documents and interviews with parents, community leaders, teachers, and students.

2. MANAGEMENT AND COSTS

GB

Romero, Osvaldo and Ray Castro. Bilingual Education vs. Bilingualism Policy Issues, [Final draft], Portland, Oregon: Northwest Regional Education Laboratory, June 1977.

According to these authors, federal language policy, especially with regard to Title VII legislation, has confused bilingualism--a societal concept--with bilingual education--a pedagogical concept. Drawing on a number of examples of court cases, they suggest that "the major thrust of bilingual education in the U.S. is the protection of civil rights for certain groups" (p. 10). The role of schools in relation to the processes of acculturation and assimilation are discussed, but the authors enumerate questions to be addressed at the local level rather than present the reader with answers.

GB

Smith, Byum Cannon, and Smith, Van Nguyen. Evaluating Program Effectiveness: Measuring Input, Process, and Product Variables in New York City, Federally Funded High School Bilingual Programs, 1978.

Seven of the twelve Title VII bilingual programs in the New York City high schools were evaluated, using their funding proposals and Board of Education Evaluation Reports, to discover the relationship between input, process, and product variables. It was determined that the reporting format made comparisons among programs or between programs and parent schools very difficult. Selected input (personnel cost, staff mix, and staff qualifications), process, and product (student attendance, examination scores, and language and achievement test results) variables are analyzed and the findings described. Specific recommendations for informing reporting procedures are offered.

H

Streiff, Paul Robert. Development of Guidelines for Conducting Research in Bilingual Education, New York: Arno Publications 1978.

A review of literature on social change through educational innovation and on bilingualism and bilingual education, as well as an analysis of the Bilingual Education Act and the Guidelines for Project Applications for Title VII funding. The author concludes that the purposes of Title VII are better served as the Guidelines depart from an "alternative of gradual, a strategy characterized by efforts to change multiple aspects of the system" to a gradual approach that "would produce new and useful knowledge on bilingualism and on the acquisition of proficiency in two languages."

2. MANAGEMENT AND COSTS

GB/H

Texas Education Agency. Trying to Provide the Best Education for the Youth of Texas, n.d., (Pamphlet).

The pamphlet includes a definition of bilingual education: a rationale for bilingual education; identification of the six components of bilingual education; and involvement of parents. State law concerning bilingual education is also included.

GB

Texas Education Agency, Bilingual Education Division, Review of Operational Expenses Allocation Application (1979-80).

This form is used by Texas Education Agency staff representatives to review school districts' applications. Section B concerns staff/pupil information. Section C concerns a description of bilingual education programs, which includes (1) planned in-service activities, and (2) program goals, activities, and evaluation methods.

H

Texas Education Agency. Policy and Administrative Procedure 32.52.010-011, n.d.

Describes a full-time program of instruction which the state-supported required bilingual education program is supposed to implement.

H/GB

Texas Education Agency. Texas State Plan for Bilingual Education, December 8, 1978.

The Statement of Purpose (p. iii) quotes from Section 16.001 of the Texas Education Code, as well as from Sections 21.451-21.460. The first one, Section 16.001 refers to State policy in regard to public education in general, while Sections 21.451-21.460 refer to prescribed instructional programming and to the allotment of special funds for bilingual education.

The "Texas State Plan for Bilingual Education" was developed to implement this public policy and to provide school districts with a common basis for implementing programs for all LESA children in grades K - 12.

3. TRAINING AND RECRUITMENT

Pre-service Training
In-service Training
Staff Development
Recruitment Practices
Career Ladder Opportunities

GB

Alston Herbert, L. Title IV-C Pilot Program: An Educational Needs Projection Model. Project Report. Estimates of Personnel Needed and Costs of HISD Bilingual Educational Programs, 1977.

The purpose of this project is to develop procedures for forecasting the personnel needed by the school district for a five-year period in response to current and expected legislation, changing student population, etc. The report summarizes the "Bilingual Education Cost Analysis" by Cardenas, Bernal, and Kean (1976a, 1976b); presents a cost analysis of the Houston Independent School District bilingual education programs based on existing programs; presents initial estimates of personnel needs and costs for the Houston Independent School District; and discusses the use of these estimates in an Educational Needs Projection Model.

H

Askins, Billy E., et al. Clovis-Portales Bilingual Early Childhood Program: Second Year Evaluation Study, U.S. Educational Resources Information Center, July 1975.

Describes and evaluates a bilingual early education intervention program which uses the concept of responsive environment in language development (English and Spanish) and in cognitive and staff development. The program's two major components are examined: instructional (language development in English and Spanish, school readiness and subjective evaluation of self-concept) and community parental involvement (information dissemination to community organizations, and home visits providing parents with training in child development and techniques for school education in the home). Findings indicate that the students made significant gains in language ability in English and Spanish, general school readiness, developing and maintaining a positive self-image and in personality growth and development.

3. TRAINING AND RECRUITMENT

Barerra, Mario. Bilingual Program Implementation: A Handbook for Teacher
and Administrators, Austin: Dissemination and Assessment Center for
Bilingual Education, 1978.

Presents curriculum on the basis of how the child learns a language: listening, oral language development, reading, and writing. Goes on to include math, social studies, science, and primarily encourages the teaching of the complete basic curriculum in English and Spanish, depending on the language proficiency of the child at various stages of his/her development.

GB

Baty, R.M. Education for Cultural Awareness, Riverside, California:
California University, 1971.

Points out the needs for teacher education in the area of cultural awareness. The report questions the utility of the melting-pot image for America; it expresses the belief that ethnic, racial, and cultural differences do exist, and that educators ought to recognize, value and reward these differences. The multi-ethnic or pluralistic model is proposed as a more relevant model for the 70's.

GB

Baty, R.M. Reeducating Teachers for Cultural Awareness: Preparation for
Educating Mexican American Children in Northern California, New York:
Praeger, 1972.

A report of an action-research study designed to determine the effect of exposure to cultural, social, and economic diversity on selected attitudes of elementary school teachers. It investigates the effects of exposure to the usual classroom situation on teacher tolerance and teacher optimism and the effects of exposure to an inservice training program in addition to the usual classroom situation.

3. TRAINING AND RECRUITMENT

GB

Bilingual Resource Center. Academy I: 1978-79. Austin: Bilingual Resource Center, 1979.

Academy I is the Bilingual Resource Center's annual report of its academy for Elementary Principals, a year-long training institute for principals whose schools offer bilingual education instruction. The training manual describes in detail some essential areas, concerns, and competencies that subject principals should be trained in to implement bilingual/bicultural education programs more effectively; also demonstrates ways in which the National Network of Centers for Bilingual Education (i.e., Materials and Development Centers, Dissemination and Assessment Centers, and Training Resource Centers) can provide staff development assistance to local school districts.

H

Cabanas, Clodomiro, U. A Descriptive Study of the Implementation of a Transitional Bilingual Program for Spanish-Speaking Junior High School Children in Southbridge, Massachusetts, University of Massachusetts, 1974.

The study addresses the implementation of bilingual programs for students with limited English-speaking ability. A description of the implementation period including the key people involved and the events leading to the implementation of the bilingual program are presented. The information, obtained from a questionnaire designed by the Bureau of Transitional Bilingual Education and administered to the children in the bilingual program by the investigator, is reported and analyzed.

H

Caragonne, Bobbie Kathryn Smith. Bilingual/Bidialectical Teacher Education Materials: Attitudes Towards Nonstandard Spanish, Ph.D. Dissertation, The University of Texas at Austin, 1976.

The study explores the need for teacher education materials for Spanish-English bilingual/bicultural programs, in particular materials which examine attitudes toward non-standard Spanish, and the procedure for the actual development of materials. Pedagogical and psychological implications of the differences between the variety of Spanish that students, particularly Mexican-American students, speak and the variety of Spanish found in their textbooks, as well as possible differences between their dialect and that of their teachers were discussed.

3. TRAINING AND RECRUITMENT

The teaching of standard Spanish in formal situations and the acceptance of a child's own dialect in informal situations is advocated as a basis for the development of teacher education materials. A student may not acquire productive competence in a standard dialect if it serves no function in his own environment. The teacher should be able to accept the student's non-standard dialect. An actual module, "Attitudes and Dialect Diversity" was developed, and the objectives for three others were described.

H

Carrasco, Frank F. "The W.S. System of Education Fails the Mexican-American," in Hojas, A Chicano Journal of Education: The First Years, Austin: Juarez-Lincoln Press, pp. 59-69.

The failure of this system is blamed on the lack of enough Mexican-American teachers, counselors, administrators and school board members.

F

Cemrel, Inc. "Project Description Booklet Analysis and Selection Kit PIP--To Know Savois--." Prepared under U.S. Office of Education Contract 300-75-0358.

Project Savoir, for French-dominant students, is one of four bilingual projects selected as unusually successful for developing skills, abilities and self-concepts in students whose dominant language is not English. This booklet provides a very thorough description of school and classroom level organization, management, cost-estimating, inservice and staff development, use of classroom time, content areas including both basic skills and cultural/historical lessons, necessary teacher qualifications and language proficiency. The plan is for a two- to five-year maintenance/transitional program, teaching techniques and testing are largely left up to the teacher and takes the form of teacher-generated objectives for students to accomplish as tasks. Students are evaluated and their work is kept on file. The tasks are teacher-designed and organized considering achievement-level student groupings. Facilities, implementation and phasing-in time are all outlined in this booklet. Parental involvement in the form of volunteer programs, advisory committees, and assistance in classroom activities is strongly advocated. Concern with cultural and language maintenance and the student's self-concept is evident. The booklet is an extremely detailed and technical bilingual education program proposal.

3. TRAINING AND RECRUITMENT

Cox, Lorraine. Carvbon Bilingual Project: Final Evaluation Report, 1973-1974, U.S. Educational Resources Information Center, September, 1975.

Evaluation report of the Carvbon Exemplary Bilingual Project for 73-74. In its 2nd year, this English/French program involved 2 kindergarten, 2 first grade and 2 second grade classes. The report includes a description of the project and a discussion of the procedures used to evaluate it, as well as an assessment of each of the five project components: instructional, staff development, community involvement, materials development, and management; and a section on summaries and recommendations. The major conclusion is that the program students performed as well as comparison non-program students, and that skill acquisition was not harmed by the program. An appendix deals with students who received special services for behavioral and/or academic problems.

GB

Dissemination and Assessment Center for Bilingual Education. Teacher Training Bibliography: An Annotated Listing of Materials for Bilingual Bicultural Teacher Education. Austin, Texas: DACBE, 1976.

Annotated listing of materials of potential use in training teachers and administrators for service in bilingual bicultural education programs. Materials were recommended by educators at institutions of higher learning, state education agencies, the Texas Information Service at the Education Service Center, Region XIII, Austin, and the DACBE staff. Entries are arranged topically under: Bilingual Education, Teacher Training, Cultural Awareness, The Student, Language Acquisition and Second Language Learning, Methods and Materials, Evaluation, and Indexes. Lists sources that focus on theories of BE, defintions of bilingualism, biculturalism, models, program descriptions, how to teach different cultures, bilingual students and language learning, evaluation of students, teachers and programs, etc. Good point of departure for more intensive/extensive study.

3. TRAINING AND RECRUITMENT

H

Frankfort, Nancy. The English as a Second Language Component of Selected Bilingual Programs in a New York City Community School District: A Descriptive Study, Ed. D. Dissertation, New York University, 1975.

Describes the teaching of English as a second language in the bilingual programs of five selected elementary schools in New York City. These English/Spanish programs were among the first to be implemented in New York City under the provisions of the Bilingual Education Act and they had been in operation for four years. Recommendations are made for modifications of the English as Second Language component of the bilingual programs, in the areas of curriculum and materials, methodology, education, and teacher training. Additional recommendations are made for guidelines to be used in the establishment of such programs and proposed areas of needed research in ESL and bilingual education. Findings describe teachers' competencies in English and Spanish; licensing and training in teaching ESL; techniques, materials, and procedures for the audio-lingual method; assessment of students' language difficulty and evaluation of progress; and treatment of children with special difficulties.

H

Garcia, E.F. Chicano Cultural Diversity: Implications for Competency-Based Teacher Education, 1974.

This paper focuses on the competencies that teachers need in working with Chicano children. It describes the culture filter concept, discusses cultural pluralism, and stresses the importance of a Competency-Based Teacher Education (CBTE) program specifically relating to the Chicano.

3. TRAINING AND RECRUITMENT

GB

Goshen College, Indiana. Bilingual-Bicultural Program for Elementary Teachers, 1975.

A summary of a program offered by Goshen College since 1968 is presented. Called the Study-Service Trimester (SST), the program provides possibilities for direct experience of culture shock by exposing students to first-hand experiences and confrontations in unfamiliar environments. It includes field work in the Caribbean or Central America. Additional credit may be earned for language proficiency.

GB

Grove, C.L.N. (Comp). The Intensively Annotated Bibliography on Cross-Cultural Problems in Education, New York: Inst. of International Studies, Columbia University, 1975.

Includes 125 items and lists books and where they can be located. It also lists documents that deal with problems in human interaction due to differences in cultural background and specifically those that relate cross-cultural differences to the educational process in a school setting. Among the topics dealt with are language and linguistics, bilingual education, pre- and inservice education, nonverbal education, visual perception, cultural patterns, testing non-mainstream children, and international exchange programs.

GB

Hadfield, D.L. Ethnic or Cultural Differences: A Suggested Approach to Inservice Training for Classroom Teachers, St. Paul., Minn.: Minnesota State Department of Education, 1979.

Model inservice program designed for classroom teachers who wish to broaden their knowledge about children from ethnic and minority groups.

GB

Hernandez, N.G. Multicultural Education and CBTE: A Vehicle for Reform, 1974.

Focuses on competencies needed to teach in a culturally diverse society. The goals include: a) recognizing the importance of cultural identification to the development of a strong sense of individual identity, b) recognizing that a student's first language is a positive factor in learning, and c) recognizing that students' heritage must be preserved.

3. TRAINING AND RECRUITMENT

A discussion of the model of the sociocultural component for training teachers at the University of Texas is included, and reasons why CBTE (Competency-Based Teacher Education) should be used as a strategy in multicultural education.

B/H/I

Hunter, W.A. ed. Multicultural Education Through Competency-based Teacher Education, Washington, D.C.: American Association of Colleges of Teacher Education, 1974.

The result of a multicultural Competency-Based Teacher Education project (M/CBTE) which sought to bring together the findings of separate studies, projects and research efforts, the publication contains two parts. Part 1 is in the form of a prologue: "Antecedents to Developments of and Emphasis on Multicultural Education." Parts 2-5 were written by four educators and/or teams from the Black American, Spanish-speaking American and Native American/Academic communities. Part 2 treats teacher competencies from the Spanish-speaking educators' perspective.

GB

Illinois Board of Higher Education. Bilingual Teacher Education Conference Report, Springfield, Illinois: Illinois Board of Higher Education, December, 1974.

The document contains recommendations made at the Bilingual Teacher Education Conference. It also includes Public Act 78-727, an addition and amendment to the Illinois School Code. Because many teachers in bilingual programs were found to be "not qualified," the recommendations in the Report are addressed to colleges and universities. The programs should be competency-based. Credit should be given for relevant off-campus experiences. Suggested programs are outlined which emphasize a multi-disciplinary approach to teacher education within a four-year program.

Those who have received degrees outside the continental United States should have options made available to them to facilitate their participation.

Certification should be possible within established undergraduate programs. Competencies should be in the areas of language, culture, methods, and field experience. In addition to other certification requirements, the report also includes Public Act 78-727 of the Illinois School Code, 1961, which provides for an Office of Transitional Bilingual Education. The transitional program includes full-time instruction in both

English and the native language, and in the history and culture of the country or area which is the native land of the LESA children enrolled. The children identified as LESA students are to be enrolled for three years or until they can "perform successfully" in monolingual English classrooms, whichever occurs first.

GB

Indberg, D.H. and K.J. Swick. Developing Creative Materials for Teaching The Culturally Different Child, 1973.

Various suggestions for activity-oriented college classes training teachers to work with the culturally different child.

GB

Interagency Task Force on Bilingual Teacher Preparation: An Update. California State Department of Education, Sacramento, California, August 1979, 14 pp.

As a response to a demand for more bilingual crosscultural teachers, the Task Force made the following recommendations to the Legislature of the State of California:

1) There is a need for more campus-sponsored programs in training bilingual teachers, and to
2) Establish programs to encourage teachers who now teach in a regular program and who are fluent in other languages to become qualified bilingual teachers;
3) That Institutions of Higher Education (IHE) become involved in assessment for Bilingual Certificates of Competence, granting Associate of Arts degrees and designing multilingual-multicultural programs for small numbers of teachers in each of the languages other than Spanish (the major target language);
4) An expansion of the Bilingual Teacher Corps funding, and the Teacher Development (Bilingual Crosscultural) Grant;
5) To assist teachers on bilingual waiver to become credentialed with a Certificate of Competence.

Attachments include funding allocations and the results of a symposium which concentrated on changes to be made in the IHE training programs.

3. TRAINING AND RECRUITMENT

Jain, N.C. and R.L. Cummings, eds. Intercultural Communication and Teacher Education; Proceedings of the Conference Held at the University of Wisconsin - Milwaukee, September 19-20, 1974, Milwaukee, Wisconsin: Milwaukee Urban Observatory, 1975.

The Conference was designed to provide a forum for the exploration of goals, programs, and prospects for intercultural communication and the human relations dimensions of teacher education.

GB

Kachaturoff, G., and J.A. Romatowski. Model for Developing an Inservice Teacher Workshop to Help Multilingual and Multicultural Students, 1975.

Describes a model for designing an inservice teacher workshop to assist teachers working with multicultural students. The design model developed consisted of three major components: (1) identification of needs, (2) planning and organization of experiences and resources, and (3) education.

Evaluation indicated that the design of the workshop did help the participants to deal more effectively with the challenge of teaching in a multicultural, multilingual society.

I

Kalectica, M. Competencies for Teachers of Culturally Different Children: Teacher Competencies for Teaching Native American Children, 1974.

Competencies for teaching culturally different children. A preservice instructional program is described which focuses on giving a total picture of the Indian child in the home and school environment.

GB

Landers, Ruth. Culture in American Education, New York: John Wiley and Sons, 1965.

Describes an experimental teacher-training program in California--the "Claremont Project"--which used anthropology and education in order to help classroom teachers and other personnel (including social workers) deal more empathetically with "problem children" of diverse ethnic and cultural backgrounds, and with their own frustrations on the job. Some perspectives on culture and education are given.

3. TRAINING AND RECRUITMENT

H/B

Landes, R. Culture in American Education - Anthropological Approaches to Minority and Dominant Groups in the Schools, New York: Wiley, 1965.

Describes an experimental teacher and social worker training program which combined aspects of anthropology and education in an effort to solve the school and welfare problems of minority groups in California, especially those of Negroes and Mexican Americans.

GB

Laosa, L.M. Toward a Research Model of Multicultural Competency-Based Teacher Education, 1974.

Describes needed characteristics to develop an adequate multicultural Competency Based Teacher Education (CBTE) program.

GB

Light, Richard T. Issues in Teacher Preparation for Cross-Cultural Education, paper presented at the International Conference on Bilingual Bicultural Education, New York City, 1974.

This article throws light upon the need for bilingual education, the advantages of bilingual education and the requirements for educating aspiring bilingual teachers. Also presented is a discussion of the optimum mix of theory and practice in teacher/education coursework and a report on a plan at SUNY/Albany.

3. TRAINING AND RECRUITMENT

GB

Lira, Juan K. An Investigation of Bilingual Teacher Training and Its Effects on Bilingual/Bicultural Instruction.

A review of the literature on teacher training and an analysis of the teacher training for a bilingual/bicultural program in a Texas school district through an interview with the program supervisor.

F/GB

Lira, Juda R. An Investigation of Bilingual Teacher Training and Its Effect on Bilingual Bicultural Instruction.

An investigation of bilingual teacher training and its effect on bilingual/bicultural instruction. Includes a review of the literature and teacher training for a bilingual/bicultural program in a Texas school district. Focuses on the academic achievement of language minority groups, success factors in bilingual education programs, bilingual teacher certification and competencies, correlations between teacher attitudes and bilingual education, bilingual education program rationales, inclusion of culture in instruction programs, and the University of Texas at Austin Teacher Prepration Program, New York City Bilingual Teacher Intern Program, and six French bilingual projects in New England and Louisiana.

GB

Mazon, M.R. and T.A. Arciniega. Competency Based Education and the Culturally Different: A Role of Hope or More of the Same? 1974.

Describes competency based teacher education as a positive force for change which offers educators, university scholars, and students the opportunity to collaborate and to become meaningfully involved in determining the education process. Also includes the Community, Home, Cultural Awareness, and Language Training (CHCALT) model as an example of a competency-based program designed to meet the needs of the linguistically and culturally different.

3. TRAINING AND RECRUITMENT

H

Migdail, Sherry Resnick. An Analysis of Current Select Teacher Training Programs in Bilingual/Bicultural Education and the Development of New Teacher Training Designs, Ed.D. Dissertation, The American University, 1976.

This study surveys, compares and analyzes teacher training data drawn from a selected geographic sample of ten school districts which are funded under Title VII, Bilingual Education Act of 1965, as amended in 1967, and as amended in the Education Amendments of 1974. It also designs new models for the training of teachers. Findings indicate that the population of the southeast was the least supported by university training programs. The Puerto Rican population from the northeast lacked administrative support but teachers were very willing to continue in bilingual education. Among "Latinos" of the midwest there was a poor ratio, 150 to 1, of Latino students to Latino teachers. In the southwest, despite frustrations and problems, bilingual education was not stable.

GB

Mille, J., et al. Love and Understanding of the Migrant Child, Jonesboro, Ark.: Arkansas State University, 1969.

A compilation of workshop papers presented at the Migrant Inservice Training workshops (June 2-5, 1969) at Arkansas State University, centered around the problems of the migrant child in education. Closes with group evaluations of the conference, along with a summary and suggestions for the future.

H

Morales, Frank Joseph. A Descriptive Study of Bilingual Teacher Aids and Their Utilization in Elementary Spanish-English Bilingual Classrooms, Ph.D. Dissertation, The University of New Mexico, 1976.

Baseline data on bilingual teacher aides working in bilingual classrooms and ways in which these aides assist classroom teachers in elementary Spanish-English bilingual/bicultural programs are investigated. The data collected reveal that (1) most of the duties of the bilingual teacher aides are of a noninstructional nature. (2) The bilingual/bicultural skills of the bilingual aides are not being fully utilized. (3) The aide is usually a high school graduate of Mexican-American descent. (4) Most bilingual aides are dissatisfied with the low salaries. (5) Career ladder programs or teacher types of programs encouraging aides to continue their education are not available. (6) Preservice and inservice training are not provided to all bilingual teacher aides.

3. TRAINING AND RECRUITMENT

GB

Mortenson, W.P. and A.J. Netusil. Attitudes of Prospective Teachers Toward the Culturally Different.

Examines whether or not prospective elementary school teachers can become more positively oriented toward culturally different children after taking courses that focus on teaching them. Results indicate that practicum experiences of study teachers should include interaction with children not of the dominant culture if teachers are to avoid looking down on them or expecting them to fail.

GB/A/B/C-P/F/H/I/DLC

National Advisory Council on Bilingual Education. The Fourth Annual Report of the National Advisory Council on Bilingual Education, 1979.

This book-length report is oriented toward government process, research and decision-making concerning the area of bilingual bicultural education. Consequently, much of the report details relevant legislation, funding and resource allocation.

The report begins with a current and an historical review of BBE legislation, funding, philosophy and objectives. This includes the National Advisory Council's (NAC) recommendations of 1977, and the perceived results, point by point. The NAC 1978 recommendations are also included, separated by person, title or agency. The focus then moves quickly into a facts-oriented account of legal and financial situations relevant to BBE. Numerous tables, supplemental sections and charts are included to this effect. Example of the type and scope of information presented are:

- Chart of the Allocation of Title VII Appropriations for the fiscal year of 1978. Subdivisions are:
    1) Training programs
    2) Basic demonstration programs
    3) Materials development
    4) SEAs
    5) National Clearinghouse for Bilingual Education
    6) NAC
- Chart of Training - Grants - Support Services:
    1) In-service training
    2) Fellowships
    3) Resource centers
    4) Professional development, etc.

3. TRAINING AND RECRUITMENT

The report gives a numerical accounting of programs per state per language group, and a state-by-state guide to BE legislation. It also reviews different legislative acts which lend support to BE although not directly mentioning BE. Also, the report presents a comprehensive history with abstracted description of current studies using bilingual students as respondents, or subjects. A large number of these studies are oriented around cognitive ability and style of the bilingual student.

GB

Politzer, Robert L. "Some Reflections on the Role of Linguistics in the Preparation of Bilingual/Cross-Cultural Teachers,"in Bilingual Education Paper Series, Vol. 1, No. 12, Los Angeles: State University, Los Angeles; National Dissemination and Assessment Center, July, 1978.

The paper shows changes that have taken place during the period from 1958 to 1978 in bilingual education. Training of bilingual/cross cultural personnel should show the difference of purpose between bilingual education and teaching of foreign languages, and should reflect current thinking.

Current thinking includes: (1) variability in language; (2) the importance of societal phenomena in relation to linguistics; and (3) linguistics can no longer be independent of psycholinguistics and sociolinguistics. The research evidence is that children learn better by using language in meaningful contexts rather than by repetitious practice of patterns.

H/GB

Regional Education Agencies Project on International Education. A Resource Manual for Implementing Bilingual Education Programs, (Section 505, Title V Elementary and Secondary Education Act P.L. 89-10), n.d., pp. 35-46.

The issue of language and whether it is learned or absorbed is examined. A brief history of the language used by the Mexican-Americans and an evaluation of that language is given along with factors which have influenced the evolution. Teachers are cautioned about branding a language or dialet as "superior" or "inferior." The role of linguistics in bilingual education programs is discussed.

3. TRAINING AND RECRUITMENT

H/GB

Regional Education Agencies Project on International Education. A Resource Manual for Implementing Bilingual Education Programs, (Section 505, Title V Elementary and Secondary Education Act P.L. 89-10). n.d., pp. 4-5.

Reference is made to the Statewide Design for Bilingual Education approved by the Texas State Board of Education which places emphasis on these major goals: (1) implementation of programs for students whose first language is Spanish; (2) implementation of programs for students whose first language is English; (3) development of measuring instruments for children in bilingual programs; and (4) staff development.

GB/H

Seymann, Marilyn R. The Bilingual Teacher Aide: Competencies and Training, Austin, Texas: Dissemination and Assessment Center for Bilingual Education, 1979.

The USOE-funded project described in this book tries to identify essential knowledges, skills, and awarenesses needed by persons training to become bilingual teacher aides. Recommendations for appropriate curriculum development, inservice topics, and materials development are included along with the questionnaire instrument for local use. Important resource as it takes perspectives of different staffing pattern settings depending on monolingual or bilingual teacher, transition or maintenance program, etc.

GB

Southwest Educational Development Laboratory. Bilingual Early Childhood Program--Level One, Austin, Tex., 1973.

A complete instructional program to be used with the three-year-old child. It includes an instructional component, a staff development component, a parental involvement component, and a music component. The teacher's manual explains the teacher's role in each of the four components.

3. TRAINING AND RECRUITMENT

GB

Southwest Educational Development Laboratory. Bilingual Early Childhood Program--Level Two, Austin, Tex., 1973.

Designed to develop the concepts and skills acquired at Level One and to develop English syntax. Unit titles are: "Tools," "Money," "Wild Animals," "Fish," "Birds," "Insects," and "Plants." To be used with four-year-olds after they have completed Level One of the same series. Includes four components: instructional, staff development, parental involvement, and music. The teacher's manual explains the teacher's role in each of the four components.

Supplementary filmstrips, puzzles, and audio-tapes are included, with mastery tests for each unit. All material in English and Spanish.

GB

Southwest Educational Development Laboratory. Bilingual Early Childhood Program--Level Three, Austin, Tex., 1973.

Designed to be used with five-year-olds in classrooms where children have completed Level Two of the series. Includes four components: Instructional, staff development, parental involvement, and music. The teacher's manual is included.

At Level Three, motor skill development is expanded to include writing skill development. Unit titles are the same as in Units One and Two, with the following additions: School Safety, Classroom Environment, and Self-Concept.

I

Student National Education Association and the Southwestern Cooperative Educational Laboratory, Report, 1978.

Describes student teacher live-in Indian project for 10 prospective teachers at the Canocito Navajo Reservation (Laguna, New Mexico), designed to determine the contribution of the student teachers to the Indian community and to assess the potential for personal sensitivity growth and teacher education reform through such cross-cultural exposure. Upon project completion, each student is expected to develop a curriculum of supplementary cross-cultural experiences.

3. TRAINING AND RECRUITMENT

GB

Texas Education Agency, Bilingual Education Division, Review of Operational Expenses Allocation Application (1979-80).

This form is used by Texas Education Agency staff representatives to review school districts' applications. Section B concerns staff/pupil information. Section C concerns a description of bilingual education programs, which includes (1) planned in-service activities, (2) program goals, activities, and evaluation methods.

GB/H

Texas Education Agency and the Department of Instruction of the Laredo Independent School District. Competency/Performance-based Teacher Training Modules for Project B.E.S.T. (Bilingual Education Staff Training), Laredo, Texas: Laredo Independent School District, 1977.

Fifteen bound booklets in modular form are part of the Project's teacher education materials. The goals of the project are to improve instructor competencies in teaching reading to students of limited-English-speaking ability (LESA); to improve and develop interpersonal communications skills; to develop competency in management skills; and to improve the self-image of LESA students.

GB/H

Texas Education Agency, Bilingual Education Division. Bilingual Certification Provisions, n.d., (Pamphlet).

Institutional requirements for the college or university preparing bilingual teachers are identified. Two broad categories--staff and setting--include sub-categories delineating the specifications or guidelines under each one. The certification requirements are described and include: (1) a foundation component (rationale for and orientation to the statewide program of bilingual education); (2) a lingustics component; (3) a methodology component; (4) psychololgical component; (5) cultural component; and (6) language component.

3. TRAINING AND RECRUITMENT

GB

Troike, Rudolph. Research Evidence for the Effectiveness of Bilingual Education, Rosslyn Virginia: National Clearinghouse for Bilingual Education, 1978.

Evidence from 12 programs attesting to the effectiveness of bilingual education is cited. "The conclusion is reached that a quality bilingual education program can be effective in meeting the goals of equal educational oportunity for minority language children, and that if the program is not doing so, something is wrong with the program (though the basis of the program may be external to the instructional program itself)." An ideal Competency-Based Teacher Education (CBTE) program for teaching in a culturally diverse society is described, and seven basic characteristics of CBTE are discussed. The author suggests that the goal of CBTE should be to provide the kind of trainees for differentiated staff positions who are supportive of the innovative changes needed for effective educational development.

GB

York Borough of Education. A Draft Report of the Work Group on Multiculturalism: York Borough of Education, 1977.

Report on multiculturalism on the educational system of the Borough of York, examining the following 8 issues: 1) establishing a climate of appreciation and learning within the educational system; 2) curriculum content; 3) eliminating discrimination; 4) government role on multiculturalism; 5) orientation and placement of immigrant children; 6) retention of cultural identity; 7) effective staffing and training of teachers to work with students from differing cultures; 8) promoting teaching ESL and/or other dialect.

I

York, Kenneth, et al. Research and Evaluation Design for the Choctaw Bilingual Education Program, 1975-1976, 1976.

Describes the Mississippi Choctaw Bilingual Education Program, including philosophy, goals, objectives, and proposed evaluation plan. Major components included are: (1) instruction, (2) curriculum and materials development, (3) management, (4) staff development, and (5) parent-community involvement. Areas of research and evaluation are identified. The research/evaluation design is described in great detail.

3. TRAINING AND RECRUITMENT

GB

Zamora, Gloria. "Staff Development for Bilingual/Bicultural Programs--A Philosophical Base," in Bilingual Schooling in the U.S.--A Sourcebook for Education Personnel, Francesco Cordasco, ed., New York: McGraw Hill, 1976, pp. 243-45.

A presentation of the argument that a child's socioeconomic background, culture, language and societal perceptions, as well as the societal perceptions of those around the child, must be examined in staff development programs.

4. CURRICULUM AND IMPLEMENTATION

4.1 CLASSROOM TIME USE

Use of Classroom Time by Content Area
Language Used
Participant Structure
Grade

GB

Barerra, Mario. Bilingual Program Implementation: A Handbook for Teachers and Administrators, Austin: Dissemination and Assessment Center for Bilingual Education, 1978.

Advocates using home languages in the classroom as cultural enrichment even if no other aspect of culture is taught; that a child's home language should be accepted and respected; and no disparagement or belittling of the child's home language should occur. Instant corrective measures should be avoided. First grade children should focus on defining their community and city with its different cultural groups. Historical heritage should be stressed at higher grades.

Regional Education Agencies Project on International Education. A Resource Manual for Implementing Bilingual Education Programs, (Section 505, Title V Elementary and Secondary Education Act P.L. 89-10), n.d.

An historical point of view focusing on the contributions of the Mexican-American to the United States. Four interrelated social systems which serve as the base for the social structure of Mexican-American barrios and communities are examined, as well as the role that religion plays in the lives of Mexican-Americans. The fundamental differences that exist between the basic value configurations of Mexican-Americans and Anglo-Americans are examined.

4.1 CLASSROOM TIME USE

A study of teacher/pupil talk by bilingual teachers which shows: 1) During the Spanish language lesson for native English-speaking primary grade children the teachers switched from Spanish to English 140 times; 2) During the English lesson for Spanish speakers there were two switches; and, 3) 70% of the switches were for disciplinary reasons.

The power in teaching language according to Cazden, especially in supporting the weaker language in a bilingual program comes from using the language, not learning about it. Natural language learning depends on the extent to which it is necessary for communication.

The message conveyed by setting Spanish aside as something special is that English is the more "natural" language. Cazden identifies helpful acquisition contexts modeled on language outside the classroom:

1. nonverbal cues help decipher verbal cues;
2. verbal interactions serve a necessary communicative function;
3. the focus is more likely on meaning, not form; and
4. concrete referents for some words.

Two problem areas in designing curricula for maximum language use are also identified: 1) all learners at early stages in L2 acquisiton and 2) older learners with a temporary but great gap between communicative intent and resources.

Science as a content vehicle for L2 learning is suggested because it includes manipulation of objects and clear referents for words and instructions that are demonstrable.

Mathematics, in contrast, is a solitary and silent activity. The vocabularly is limited and occurs rarely elsewhere. The role of students in dialogue may be restricted. It is sequential, and L1 instruciton may be necessary to tap prior knowledge of recent immigrants. Success or failure in a student response may be difficult to trace to either comprehension of the concepts or of the language. At the lowest levels in school, however, mathematics might be useful because of the restricted responses and manipulable referents. Cazden also points out that at all levels, mathematics word problems are especially difficult to handle.

GB

Fishman, Joshua A. "Bilingual Education and the Future of Language Teaching and Language Learning the the U.S.," in Bilingual Schooling in the U.S. A Source-book for Education Personnel, Francesco Cordasco, ed., New York: McGraw Hill, 1976.

A presentation of bilingual education as the pedagogical alternative to teaching languages as a vehicle of instruction rather than as an end in itself. It presents us with an opportunity to enrich our lives and our society through the preservation of a variety of languages and cultures.

4.1 CLASSROOM TIME USE

GB

Gaarder, A. Bruce. "The First Seventy-Five Bilingual Education Projects," in Bilingual Schooling in the United States--A Sourcebook for Educational Personnel, Francisco Cordasco, Ed., New York: McGraw-Hill, 1976.

This study of the original seventy-five bilingual schooling projects supported by Title VII reveals that at the time of the study, inadequate attention was paid in time, resources, and understanding to the non-English language.

GB

Giordano, Gerard. Neurological Research on Language and the Implications for Teaching Bilingual Children to Read, 1977.

Everyone does not exhibit similar expertise in processing oral or verbal language. The author explores the following question: "Is visual language a genetically distinct and substantively more difficult type of processing than oral language or are children taught to read in a way that does not optimally conform to the essential nature and organization of the brain?" The author concludes that "the optimal method should be based on communicative strategies which introduce vocabulary, syntax and subject matter compatible with the major channel of language processing" in other words, using the child's native language, including vocabulary, syntax and subject matter.

GB

Harly, Curtis. "General Descriptions of Bilingual Programs That Meet Students' Needs," in Bilingual Schooling in the United States--A Sourcebook for Education Personnel, Francisco Cordasco, Ed., New York: McGraw-Hill, 1976.

Different models of time allotment per language of instruction, as well as issues one must address to design a bilingual program that suits the characteristics of the community, the class, and the desires of the parents.

4.1 CLASSROOM TIME USE

H

Illinois State Advisory Committee to the U.S. Commission on Civil Rights. Bilingual/Bicultural Education - A Privilege or a Right? New York: Arno Press, 1978.

The committee concluded that "equality of educational opportunity (was) denied to Latino students by Chicago Public Schools, through lack of bilingual/bicultural instruction for all but 7 percent of those students." The committee makes recommendations geared to the implementation of such programs.

C-P

Massachusetts Advisory Council on Cape Verdean Issues, "Scituate Public Schools," Program Sketch.

The Massachusetts Advisory Council on Cape Verdean Issues produced a brief report on the trilingual program in Scituate public schools. The report describes a non-restrictive maintenance/transitional trilingual program wherein the teachers share a common cultural and linguistic background with the LEP student. Materials, instruction and student-teacher interaction are described as linguistically integrated with positive academic and psychological consequences for the children. More specifically, twenty LEP student-members coming from Cape Verde, Angola and Portugal, some Portuguese-dominant, but all "fluent" in Crioulo, belong to this high-school level program. Two Cape Verdean-born trilingual teachers (Crioulo, Portuguese, English), two English-monolingual aides, and one Cape Verdean-born trilingual Community Liason Person interact with the students.

Students are grouped according to ability and language proficiency. TBE laws and guidelines are followed. Crioulo is the language of instruction except in English language and Portuguese language classes where instruction given is in the language being learned. However, materials may be in Portuguese, e.g., the math class, where language dominance is heterogeneous. Students are free to use Crioulo, Portuguese or English at any time. This program aims to "effect positive integration into the regular curriculum within the three year period." The report indicates observable student enthusiasm, academic competition and participation in classroom discussion as positive effects of the program.

4.1 CLASSROOM TIME USE

GB

Medina, Arturo. "Bilingual Education: Stepping Stone or Millstone," in
General Information About Bilingual Education, Austin: Bilingual
Resource Center, n.d.

The author appears to view a bilingual learning "model" as an "approach" wherein certain skills are learned by the bilingual child in English while others are learned in X language. The choice of the language of instruction is based on recognized learning theory and its relationship to the educational needs of the bilingual child.

H

Modiano, Nancy Docio. Reading Comprehension in the National Language:
A Comparative Study of Bilingual and All-Spanish Approaches to Reading
Instruction in Selected Indian Schools in the Highlands of Chiapas,
Mexico, Ph.D. Dissertation, New York University, 1966.

The purpose of this study is to determine whether reading comprehension in the national language can be achieved effectively by members of linguistic minorities when all reading instruction is offered in that language. The hypothesis of the study was that reading comprehension in the national language is best achieved when all reading instruction is offered in that language. This hypothesis was not substantiated by the data. It appears that youngsters of linguistic minorities learn to read with greater comprehension in the national language when they first become literate in their mother tongue, rather than when they receive all reading instruction in the national language.

GB

Moody, Charles D. Bilingual/Bicultural Education: Conference Papers,
Program for Educational Opportunity, University of Michigan,
Ann Arbor, Michigan.

The papers include five sections addressing issues of philosophy, law, language and linguistics, culture, and techniques and teaching strategies of bilingual/bicultural education.

4.1 CLASSROOM TIME USE

GB

Politzer, Robert L. "Some Reflections on the Role of Linguistics in the Preparation of Bilingual/Cross-Cultural Teachers,"in Bilingual Education Paper Series, Vol. 1, No. 12, Los Angeles: State University, Los Angeles; National Dissemination and Assessment Center, July, 1978.

The paper shows changes that have taken place during the period from 1958 to 1978 in bilingual educaiton. Training of bilingual/cross cultural personnel should show the difference of purpose between bilingual education and teaching of foreign languages and should reflect current thinking.

Current thinking includes: (1) variability in language; (2) the importance of societal phenomena in relation to linguistics; and (3) linguistics can no longer be independent of psycholinguistics and sociolinguistics. The research evidence is that children learn better by using language in meaningful contexts rather than by repetitious practice of patterns.

GB

Ramirez, Arnulfo G. "Language Dominance and Pedagogical Considerations." In Language Development in a Bilingual Setting. Pomona, Calif.: National Multilingual-Multicultural Materials Development Center, California State Polytechnic University, 1979. pp. 156-170.

The first part of this paper analyzes tests of language dominance and their advantages and drawbacks. The second part discusses pedagogical applications of the knowledge about a student's language dominance. Two questions that are still open to debate are: 1) Will a child learn to read more rapidly if initial reading instruction is in the mother tongue? 2) Are the rates of learning educationally-related skills the same in the vernacular and second language? The critera for language use in content areas are not clear:

1. utilitarian: based on available materials, the languages used in later grades;
2. context-independent;
3. context-sensitive: based on psychological or social factors;
4. code-alternation teaching strategies: avoids compartmentalization; children can also learn interactional norms of the community.

The adolescent bilinguals will be influenced by attitudinal-motivational factors. It might be useful to categorize school subjects into three categories: 1) domain-free (content-free); 2) domain-sensitive (context-sensitive); 3) career-oriented.

4.1 CLASSROOM TIME USE

H

Rodriguez, Raymond, Jr. A Comparison of the Written and Oral English Syntax of Mexican American Bilingual and Anglo American Monolingual Fourth and Ninth Grade Students, Ph.D. Dissertation, The University of New Mexico.

The major problem investigated by this study is whether or not Mexican-American bilingual fourth and ninth grade students represent the same language population in their English syntactic usage as do Anglo-American fourth and ninth grade students in Las Vegas, New Mexico. It is concluded that the bilingual subjects represent the same language population as the monolingual subjects in their English syntactic usage, except in average clause length in the written mode in ninth grade. It is suggested that differences between groups can be diminished by providing appropriate language experience in class.

C-P

Subcommittee on Cape Verdean Issues and Cape Verdean Educators Collaborative. "Statement on the Use of Cape Verdean Crioulo Language in Bilingual Classrooms.

The Subcommittee on Cape Verdean Issues and the Cape Verdean Educators Collaborative present a statement strongly advocating the use of Crioulo as the medium of instruction for non-Portuguese-speaking Cape Verdean children, in compliance with the TBE act. The tone of the statement is that of an argument based on intuitive logic and observation with a purpose of instigating change; it is not an academic piece. Possible negative consequences of the then-existing program on the children involved is a major concern.

More specifically, the erroneous labeling of Criuoulo-dominant LEP student as Portuguese-speaking is attributed to a carry-over of colonialist oppression and the mistaken idea that Crioulo is a Portuguese dialect. It is pointed out that most Cape Verdean students speak Crioulo in the home and have little, if any, understanding of Portuguese. However, as they are labeled as Portuguese-speaking and assigned to TBE programs accordingly, the TBE laws are being violated. Inability to learn, emotional frustration, and the degrading of the child's culture result from a refusal to recognize his language as legitimate.

The major goal of TBE--transition to English-speaking, is undermined by the necessity of first learning Portuguese, the language of instruction. The situation is counterproductive.

H/GB

Texas Education Agency. A Statewide Design for Bilingual Education, n.d., (Pamphlet)

This is a Revised Statewide Design for Bilingual Education approved by the Texas State Board of Education on June 5, 1971. The revised design constitutes a uniform basis for all bilingual activities of the Texas Eduction Agency. Such activities include: (1) Bilingual programs based on State Statutes Articles 2654-1d and 2893, Vernon Civil Statutes, Bilingual activities in Title I, Title I Migrant, and Title III, ESEA programs; projects under Title VII, ESEA; State Accreditation Standards; and, multicultural curriculum guidelines required by court order. Goals and components of bilingual education are identified.

Texas Education Agency. Trying to Provide the Best Education for the Youth of Texas, n.d., (Pamphlet).

The pamphlet includes a definition of bilingual education; a rationale for bilingual education; identification of the six components of bilingual education; and involvement of parents. State law concerning bilingual education is also included.

4.1 CLASSROOM TIME USE

Texas Education Agency. Texas State Plan for Bilingual Education III-C, December 8, 1978, pp. 13-14.

Bilingual education program enhancement alternatives are discussed; the district may provide language enhancement alternatives beyond a minimum English language development program. The alternatives are optional within the district and are described.

Texas Education Agency. Texas State Plan for Bilingual Education, V-A, December 8, 1978.

Texas, State of. Letter to the Commissioner of Education, Texas Education Agency, November 28, 1978.

The letter contains a copy of the permanent policy and administrative procedures concerning programs for LESA children. It also contains information about the transitional, compensatory nature of these programs as well as the grade levels concerned. Attachment to the letter entitled: "Category 32 Comprehensive Instruction. 32.52 policy further delineates this policy.

Texas Education Agency. Bilingual Education Resource Manual, K - 3, 1977.

Identifies six characteristics of the instruction components, and the elements of pre-kindergarten and kindergarten bilingual education, including scheduling and the different components (subject areas). The same format is used to identify the different elements--scheduling, goals, and subject areas for grades 1 - 3. Identifies different types of materials which are very effective in pre-kindergarten and kindergarten. The section on "Las Artes del Lenguaje" contains suggestions for grade levels K - 3. Suggestions for materials are also given in the content area sections, as well as in the fine arts section.

Texas Education Agency. Policy and Administrative Procedure 32.52.010-011, n.d.

Describes a full-time program of instruction which the state-supported required bilingual education program is supposed to implement.

4.1 CLASSROOM TIME USE

Texas Education Agency. Principles, Standards, and Procedures for the Accreditation of School Districts, A Supplement-Publication No. AD 7 825 01 May, 1977.

Selected Citations on Curriculum Requirements from the Texas Education Code.

Texas Education Agency. Texas State Plan for Bilingual Education, December 8, 1978. pp. 7-11.

The bilingual education program for all LESA students enrolled consists of six components which the Agency has identified. A curriculum framework for bilingual education appears as Appendix C. The framework is intended to guide the district in the development of a program and will identify the processes by which language use is planned. A description of three broad areas of bilingual education are also given: (1) language development; (2) content area instruction, and (3) cultural heritage instruction.

Texas Education Agency. Texas State Plan for Bilingual Education, December 8, 1978.

[Policy mandate that the cultural component be an integral part of the total curriculum and not a separate subject area.] Instructional component supposed to address the history and culture associated with the native language of the students and the history and culture of the United States. States policy mandate . . . [ ]

Texas Education Agency, Division of Curriculum Development. New Textbook Adoptions: Some Information to Assist School Districts in Local Selections, December, 1976.

Provides information concerning textbook adoptions to assist school districts, especially the local textbook selection committee, in making local selections. Each subject area is covered at each grade level, along with specific recommendations to be kept in mind while making a selection for a subject area in a particular grade level. A description is included for every textbook or instructional system(s) up for adoption.

4.1 CLASSROOM TIME USE

H

Townsend, Darryl Raymond. A Comparison of the Classroom Interaction Patterns of Bilingual Early Childhood Teachers, Ph.D. Dissertation, The University of Texas at Austin, 1974.

The purposes of this study are: to determine the consistency of interaction patterns of bilingual early childhood teachers while teaching in Spanish and English; and to compare the consistency of interaction patterns for males and females, for teachers and assistant teachers, and for those working with four-year-old children and those working with three-year-olds. The study suggests that there are differences in the interaction patterns of bilingual teachers, as they taught in Spanish and in English: (1) more questioning in Spanish, more praising in English; more rejecting of student answers in Spanish, and more directions given during English lessons; (2) the indirect/direct ratios in the two languages were higher for teachers than for assistant teachers, and higher in Spanish for all instructors; (3) there were a higher percentage of response during lessons in Spanish but higher percentage student initialed [sic] response during English lessons.

4. CURRICULUM AND IMPLEMENTATION

4.2 CONTENT AREAS COVERED

Social Studies
Basic Skills
ESL
Cultural/Historical (LI)
Multicultural/Pluralistic (Other Cultures)

I

Allery, Alan J. Science: An Indian Perspective, Ten Modules for Learning, Indian Ethnic Heritage Studies Curriculum Development Project, 1974-75.

Ten models applicable to middle grades as part of social studies program are presented. Some of the modules included are: Some Scientific Native American contributions; an introduction to the Native American's close identification with nature; months, seasons, Indian signs, and their meanings; kitchen chemistry: making whole bread, and others.

*GB

Appleton, Nicholas. "Multiculturalism and the Courts." Bilingual Education Paper Series, Vol. 2, No. 4. Los Angeles, Calif.: National Dissemination and Assessment Center, California State University, 1978. p. 54.

Appelton indicates that the courts have not developed any one model for multicultural, pluralistic education. Regional and local models can be expected to differ from one another, because the first and fourteenth Amendments provide for pluralism in America, but they have not been interpreted to mean any one particular brand of pluralism. Pluralism has continued to mean different things to different people. The courts have tended to apply certain principles to specific cases in specific contexts rather than ruling broadly, e.g., schools must provide instruction in a language children can understand. Remedial English is mandatory where necessary. Racial and ethnic separation in schools is not permissible because schools must pursue integration. However, schools may have predominant ethnic populations if the situation neither contributes to nor results from discrimination.

4.2 CONTENT AREAS COVERED

Appleton concludes that legal requirements set by courts are often assimilatory. When assimilation is not a primary goal, the projects themselves must try to establish guidelines that go in the direction they seek. The program design must be assessed according to a particular setting. State legal requirements are more specific and must be taken into account. After the relevant contextual variables have been assessed (a necessary first step), legal principles can be applied.

B/I/GB

Banks, S.L. Inquiry Techniques in Teaching a Multi-Ethnic Social Studies Curriculum, Baltimore, Md.: Baltimore City Public Schools, 1974.

The materials presented are an outgrowth of an inservice program focusing on multi-ethnicity. Articles deal specifically with Native Americans, Jews, and Black Americans. It also contains strategy models and practical considerations for effective inquiry teaching. Other topics deal with cultural pluralism, the melting-pot theory, the theories of Christopher Jencks, and a critical assessment of the Kerner Report. Considerations on the use of community resources and school community relations in ethnic studies conclude the work.

H

Barerra, Mario. Bilingual Program Implementation: A Handbook for Teachers and Administrators, Austin: Dissemination and Assessment Center for Bilingual Education, 1978.

Presents curriculum on the basis of how the child learns a language: listening, oral language development, reading, and writing. Goes on to math, social studies, science, and basically encourages the teaching of the complete basic curriculum in English and Spanish, depending on the language proficiency of the child at various stages of his/her development.

The handbook contains information on classroom organization, students' linguistics backgrounds, and grouping procedures used for placement in bilingual/bicultural education programs; principals' roles; staff development; and materials and curriculum. Included are plans for self-contained classrooms, open classrooms, multi-age units and team teaching approaches. The integration of Spanish-dominant and English-dominant students is also discussed.

4.2 CONTENT AREAS COVERED

GB

Bernal, Joe J. Analyzing Bilingual Education Costs, March 1976.

This paper examines the particular problems involved in analyzing the costs of bilingual education and suggests that cost analysis of bilinqual education requires a fundamentally different approach than that followed in other recent school finance studies. Focus of the discussion is the Intercultural Development Research Association's (IDRA) effort to analyze bilingual education costs via the weighted-pupil technique. IDRA found that the typical weighted-pupil approach was inadequate because it requires identification of "best practice" school districts. Since bilingual education is an evolving area, identification of such lighthouse districts proves to be impossible. Therefore, IDRA developed a hypothetical model of bilingual education that could serve both as a curriculum development model for bilingual education programs and as a basis for later cost analysis studies. Much of the paper describes and discusses IDRA's exemplary model for bilingual education.

GB

Bureau of Transitional Bilingual Education and Bureau of Educational Information Services. "Bilingual Bicultural Is Two Way Education," Massachusetts Board of Education. Third Printing, 1978, 58 pp.

This manual brings together the basic documents of the Transitional Bilingual Education Act of Massachusetts, signed into law in 1971. It explains the definition of transitional bilingual education and points out that the program is full-time, up to three years duration and not intentionally segregationist. Titles of the various sections include:

--Regulations for use in administering transitional bilingual programs;
--Regulations for the Certification of bilingual teachers: included are regulations for secondary and special education teachers;
--Criteria to determine bilingual teacher competencies in language skills and culture;
--Guidelines for parental involvement;
--Guidelines--Full-time program of instruction in transitional bilingual education:
    --Curriculum guidelines
    --Treatment of language mediums
    --Content
    --Organization of the curriculum
--Census obligations

4.2 CONTENT AREAS COVERED

GB

Burger, Henry C. "Cultural Pluralism and the Schools," in Cultural Challenges in Education, Cole G. Brembeck and Walker H. Hill, eds., Lexington Mass: Lexington Books (D.C. Heath), 1971.

The author differentiates among three different systems of assimilation: "Anglo-Conformity," "melting pot," and "cultural pluralism." His message is that while the first two have dominated the rhetoric, the third is actually closer to what has occurred in reality--minorities have tended to maintain separateness. Therefore, inherent cultural differences between children must be used in the classroom as resources.

*H/GB

Cazden, Courtnery B. "Curriculums/Language Contexts for Bilingual Education." In Language Development in a Bilingual Setting. Pomona, Calif.: National Multilingual Multicultural Materials Development Center, California State Polytechnic University, 1979. pp. 129-137.

A study of teacher/pupil talk by bilingual teachers which shows: 1) During the Spanish language lesson for native English-speaking primary grade children the teachers switched from Spanish to English 140 times; 2) During the English lesson for Spanish speakers there were two switches; and, 3) 70% of the switches were for disciplinary reasons.

The power in teaching language according to Cazden, especially in supporting the weaker language in a bilingual program comes from using the language, not learning about it. Natural language learning depends on the extent to which it is necessary for communication.

4.2 CONTENT AREAS COVERED

The message conveyed by setting Spanish aside as something special is that English is the more "natural" language. Cazden identifies helpful acquisition contexts modeled on language outside the classroom:

1. nonverbal cues help decipher verbal cues;
2. verbal interactions serve a *necessary* communicative function;
3. the focus is more likely on meaning, not form; and
4. concrete referents for some words.

Two problem areas in designing curricula for maximum language *use* are also identified: 1) all learners at early stages in L2 acquisiton and 2) older learners with a temporary but great gap between communicative intent and resources.

Science as a content vehicle for L2 learning is suggested because it includes manipulation of objects and clear referents for words and instructions that are demonstrable.

Mathematics, in contrast, is a solitary and silent activity. The vocabularly is limited and occurs rarely elsewhere. The role of students in dialogue may be restricted. It is sequential, and L1 instruciton may be necessary to tap prior knowledge of recent immigrants. Success or failure in a student response may be difficult to trace to either comprehension of the concepts or of the language. At the lowest levels in school, however, mathematics might be useful because of the restricted responses and manipulable referents. Cazden also points out that at all levels, mathematics word problems are especially difficult to handle.

I

Cunnings, Tom. *Bilingual/Bicultural Law-Related Curriculum at Pine Hill High High School, November 1975*, Ramah Navajo School Board, New Mexico, 1975.

A bilingual/bicultural law-related curriculum, emphasizing the linguistic legal environment in which Navajo students exist.

H/I

Davey, William G., and Walter Chiavacci. *Bilingual/Bicultural Education for the Southwest*, 1977.

Presents two types of bilingual programs: (1) the assimilation models, and (2) the pluralistic models geared to Spanish-speaking and Native Americans.

The article gives a statement of definitions and discusses rationale, programs, structure, and implications of bilingual/bicultural education in the Southwest, including guidelines for Arizona's bilingual teachers, Bilingual/Cross-cultural specialists, evaluation of bilingual teacher performance, and evaluation of bilingual programs in California.

4.2 CONTENT AREAS COVERED

I/H

Dissemination and Assessment Center for Bilingual Education. CARTEL: Annotations of Bilingual Multicultural Materials. Vol. IV, No. 3. Austin, Texas: DACBE, 1978.

Annotated listing of written and audiovisual materials for bilingual multicultural education. Includes areas of: assessment and evaluation, bibliographies, career education, Choctaw materials, classroom resources, early childhood, Navajo materials, periodicals, professional readings and resources, science and health, social studies, Spanish as a second language, Spanish language arts, supplementary reading, and indexes by title, author, subject and publisher.

H

Frankfort, Nancy. The English as a Second Language Component of Selected Bilingual Programs in a New York City Community School District: A Descriptive Study, Ed. D. Dissertation New York University, 1975.

Describes the teaching of English as a second langage in the bilingual programs of five selected elementary schools in New York City. These English/ Spanish programs were among the first to be implemented in New York City under the provisions of the Bilingual Education Act and they had been in operation for four years. Recommendations are made for modifications of the English as Second Language component of the bilingual programs, in the areas of curriculum and materials, methodology, education, and teacher training. Additional recommendations are made for guidelines to be used in the establishment of such programs and proposed areas of needed research in ESL and bilingual education. These programs were among the first to be implemented in New York City. Findings describe teachers' competencies in English and Spanish; licensing and training in teaching ESL; techniques, materials, and procedures for the audio-lingual method; assessment of students' language difficulty and evaluation of progress; and treatment of children with special difficulties.

H

Garcia, E.F. Chicano Cultural Diversity: Implications for Competency-Based Teacher Education, 1974.

This paper focuses on the competencies that teachers need in working with Chicano children. It describes the culture filter concept, discusses cultural pluralism, and stresses the importance of a Competency-Based Teacher Education (CBTE) program specifically relating to the Chicano.

4.2 CONTENT AREAS COVERED

H

Hernandez, Leodoro. A Textbook for Bilingual Teachers, University of Northern Colorado, 1976.

This review of the literature and empirical research cites contemporary authors who have attempted to overcome the past discrepancies about the Chicano. It covers a definition of bilingual education, a history of Chicanos, an explanation of the language, a description of what the Chicano really is, and recommendations to school personnel for dealing more effectively with Chicano students.

GB

Irizarry, Maria Antonia. A Proposed Model for a Bilingual Approach Mode of Instruction at the Two-Year College Level (Spanish-English), Columbia University Teachers College, 1977.

Examines the various bilingual programs and bilingual situations existing in seven two-year colleges in New York City, and defines their potential strengths and weaknesses by studying their instructional programs. An alternate model program for bilingual instruction at the junior college level is developed.

It found that the closer an institution came to being a full bilingual-bicultural establishment, the more instructional components were present.

GB

Itzkoff, Seymour W. Cultural Pluralism and American Education, Scranton, Pa.: International Textbook Co., 1969.

The author provides a philosophical and practical defense of cultural pluralism, examines the historical rise and fall of pluralism as an ideal and as a reality, and looks at the implications of cultural imperialism and cultural pluralism in American education. The ideas of Dewey, Kallrn, Berkson and especially Ernst Cassirer are explicated: the differences separating discursive and non-discursive are related to the issue of cultural pluralism; the question of integration of various minorities into the mainstream is considered. A distinction is drawn between caste (power-oriented) divisions and cultural diversity.

4.2 CONTENT AREAS COVERED

I

John, Vera P. "Styles of Learning - Styles of Teaching," in Functions of Language in the Classroom, Courtney B. Cazden, Vera P. John, and Dell Hymes, eds., New York: Teachers College Press, 1972.

Dr. John describes Bureau of Indian Affairs teachers that instruct Navajo children in the use of English, as being long on missionary zeal and short on sensitivity to the learning styles of the children. She emphatically denies that the children are intellectually deficient and provides the facts to back up her contentions. She argues that children are encouraged to approach the world visually and kinesthetically, in contrast to middle-class mainstream emphasis on verbal skills. She favors a bilingual approach over a (TESOL) Teaching English to Speakers of Other Language approach.

GB

King, Edith. Dealing with Difference: A Guide for Pluralistic Education.

A rationale for pluralistic education which discusses the cultural, racial and ethnic aspects of pluralism in American group life. The rationale is presented for a coalition in pluralistic education of integration, bilingualism, ethnicity and the woman's movement.

H

Legarreta-Marcaida, Dorothy. An Investigation of the Use or Non-Use of Formal English as a Second Language (ESL) Training on the Acquisition of English by Spanish Speaking Kindergarten Children in Traditional and Bilingual Classrooms, Ph.D. Dissertation, University of California, Berkeley, 1975.

This longitudinal study investigates the facilitative effects of four different program models on both acquisition of English and maintenance of Spanish by native Spanish-speaking kindergarten children. The four program models or treatments are: (1) traditional, no ESL, (2) traditional, with

ESL, (3) Bilingual, unbalanced language, no ESL, (4) Bilingual-balanced language, no ESL, (5) Bilingual, unbalanced language, with ESL. The results indicate that the advanced bilingual treatment with no formal ESL training enhances communicative competence in Spanish and English while facilitating comprehension of English, as well as vocabulary in both Spanish and English.

H

Nagy, Lois B. Effectiveness of Speech and Language Therapy as an Integral Part of the Educational Program for Bilingual Children, Ph.D. Dissertation, United States International University, 1972.

The purpose of this study is to investigate the effectiveness of speech and language therapy for Mexican-American school children when it is offered in conjunction with a program of English as a second language. The findings of the study indicate that speech and language therapy in conjunction with English As a Second Language classes is of significant value on all grade levels when taken as a whole. The need for speech and language therapy differs with the grade and the level of expertise of the students.

4.2 CONTENT AREAS COVERED

GB/H

New York State Education Department. Bilingual Education: A Statement of Policy and Proposed Action by the Regents of the University of the State of New York, Albany, New York: The State Education Department, August 1972, p. 23.

The stated goal of the Regents presented here is that persons whose language and culture differ from that of the society in which they live "must be equipped to participate meaningfully in the mainstream of that society." It is not necessary to sacrifice their native language and culture. Intellectual development should be fostered while English language proficiency is being developed.

Using the Puerto Rican as an example, the position paper cites results of English Language difficulties including reading achievement, weak academic preparation, and high dropout rate. Low enrollment in higher education is also cited.

GB/H

Patterson, Marti Kay. A Descriptive Analysis of Methods and Materials for Teaching Bilingual Spanish-Speaking Students in the Bilingual Program in Texas Public Schools, Ed.D. Dissertation, Baylor University, 1976.

The purposes of this study were (1): to determine who holds primary teaching responsibility for bilingual biculturalism in the public schools, (2) what methods and materials are being used in these programs to teach bilingual students, and (3) to obtain and interpret teacher opinions of the major curricular problems faced in investigating a bilingual program. It is found that: (1) the majority of the teachers in bilingual classrooms in Texas are bilingual, most are certified in bilingual culturalism or hold temporary certification while working toward professional certification, (2) the use of paraprofessionals in the bilingual classroom is a widespread policy, (3) teachers of bilingual education across Texas are planning for bilingual instruction through the use of pre-determined student objectives in all fourteen areas recommended by the Texas Education Agency (TEA), (4) fourteen areas of instruction are being taught in both English and Spanish by a majority of the districts for an approved length of time per week meeting the guidelines established by tht Texas Education

Agency, (5) the methods used center primarily around small groups or on individualized instruction and include a great variety of activities, (6) instructional materials are mostly teacher-made, and (7) there is weak compliance with the TEA guidelines with respect to student grouping and parent advisory committee involvement.

H

Plante, Alexander J. A Study of the Effectiveness of the Connecticut "Pairing" Model of Bilingual/Bicultural Education, 1976.

Study made to determine the effectiveness of the Connecticut "pairing" model in improving school success in reading, arithmetic, language arts skills and enhancing self-concept of Spanish-dominant children classified as low achievers.

Pairing consisted of one Spanish-speaking and one English-speaking teacher. Conclusions: The pairing model does increase the Spanish reading achievement of Spanish-dominant children and English reading achievement at the 2nd grade at statistically significant levels; and arithmetic, language, and self-concept improved.

GB

Regional Education Agencies Project on International Education. A Resource Manual for Implementing Bilingual Education Programs, (Section 505, Title V Elementary and Secondary Education Act P.L. 89-10). n.d.

Present methods and techniques for second language teaching. These points or methods receive emphasis: (1) listening and speaking; (2) presentation of a language pattern; (3) dialogues; (4) pronunciation drills; (5) pattern drills; (6) dialogue adaptation; (7) questions and answers; and (8) directed dialogue. Techniques for teaching reading and writing, the content areas, and the inclusion of art activities are discussed in some detail.

4.2 CONTENT AREAS COVERED

H

Regional Education Agencies Project on International Education. A Resource Manual for Implementing Bilingual Education Programs, (Section 505, Title V Elementary and Secondary Education Act P.L. 89-10), n.d.

An historical point of view focusing on the contributions of the Mexican-American to the United States. Four interrelated social systems which serve as the base for the social structure of Mexican-American barrios and communities are examined, as well as the role that religion plays in the lives of Mexican-Americans. The fundamental differences that exist between the basic value configurations of Mexican-Americans and Anglo-Americans are examined.

Information concerning compliance with Title VI Civil Rights Act of 1964. The Texas Education Agency advises that: (1) it will conduct reviews of the local education agency pertaining to compliance with Title VI, Civil Rights Act of 1964; (2) it will indicate policies and practices to be reviewed; and (3) staff representatives will check citizens' complaints of non-compliance and will report their findings to the United States Commissioner of Education.

H

Richmond Babel Productions. Espanol como Segundo Idioma, Teacher's Guide--Level One, Berkeley, Calif., 1971.

Consists of a series of units, each one covering approximately one month of school time. Included in each unit are the activities and materials to be used, as well as the objectives for the unit written in English or Spanish. Instructions to the teacher are written in English.

The guide is designed for use in a classroom that is composed of learning centers using English as a language of instruction and some using Spanish. Concepts to be taught include: colors, numbers, geometric shapes, body parts, weather, family, animals, foods, and days of the week. An appendix of finger plays, nursery rhymes, and flannel board stories, all in Spanish, supplement the units in the guide.

4.2 CONTENT AREAS COVERED

H

San Benito Consolidated Independent School District. A Bilingual-Bicultural Curriculum Guide for Teaching Social Studies in Second and Third Grade. San Benito, Texas: San Benito Consolidated Independent School District, 1977.

The transitional program of the San Benito Consolidated Independent School District is described.

GB

Saville-Troike, Muriel. "On Bilingualism and Biculturalism in Education." In Language Development in a Bilingual Setting. Pomona, Calif.: Multilingual-Multicultural Materials Development Center, California State Polytechnic University, 1979. pp. 89-97.

The term "bicultural" is usually combined with "bilingual" to imply that formal recognition is given to a student's traditional culture within an instructional program. Historically the teaching of a second language has included teaching only the culture from which the language originated or is derived. Language is an integral part of culture, but a single language may be used by diverse cultures as a means of expression.

The article includes definitions of various aspects of language development in bilingual setting, among others:

Enculturation of children into their native culture involves acquisition of the language per se, and acquisition of other parts of the culture through the language.

Acculturation involves the addition of a second set of rules for behavior that may co-exist beside the first, replace it, or modify it. Learning English as a second language is seen as part of the acculturation process.

Assimilation occurs when acculturation proceeds to the point of a loss of the native culture or a merger of the two cultures.

Biculturalism is the selective maintenance and use of both cultural systems, as a result of acculturation.

Cultural competence is as important as linguistic competence in determining appropriate level and content in bilingual/bicultural education.

4.2 CONTENT AREAS COVERED

The author also points out that:

-- Students who have acquired the majority culture while having Spanish as a native language may need to learn about their ancestral heritage to be truly bicultural;

-- English and the majority culture are needed for full participation in the larger American society.

A contrastive analysis of the two cultures could identify potential areas of conflict.

Some questions of cultural interference are: how does the learning of a second culture modify the first? Is it purely additive? Do the age, attitudes and learning contexts influence the nature and degree of learning? In a single-speech community the speakers may use two or more cultural systems under different conditions, one of which is the dominant cultural system of the majority and the other the subordinate and less prestigious cultural variety. Some aspects of the dominant culture need to be acquired for appropriate situations, and students need to learn what is appropriate.

H/GB

Texas Education Agency. Bilingual Education Resource Manual, K-3, 1977.

The Manual contains sections concerning the content areas, the language arts, and the fine arts (see Section 4.1).

H/GB

Texas Education Agency. A Statewide Design for Bilingual Education, n.d., (Pamphlet)

This is a Revised Statewide Design for Bilingual Education approved by the Texas State Board of Education on June 5, 1971. The revised design constitutes a uniform basis for all bilingual activities of the Texas Education Agency. Such activities include: (1) Bilingual programs based on State Statutes Articles 2654-1d and 2893, Vernon Civil Statutes, Bilingual activities in Title I, Title I Migrant, and Title III, ESEA programs; projects under Title VII, ESEA; State Accreditation Standards; and, multicultural curriculum guidelines required by court order. Goals and components of bilingual education are identified.

4.2 CONTENT AREAS COVERED

GB/H

Texas Education Agency. Principles, Standards, and Procedures for the Accreditation of School Districts, A Supplement-Publication No. AD 7 825 01 May, 1977.

Selected Citations on Curriculum Requirements from the Texas Education Code.

The sections, along with their topics are as follows:

21.109	Language of Instruction - Items (a) and (b)
21.451	State Policy for Bilingual Education
21.453	Establishment of Bilingual Programs Policy
21.454	(a) Program Content; Method of Instruction This section specifies the time framework for bilingual education programs, as well as the subjects to be taught and the methodology to be used.
21.455	Enrollment of Children in Program (a) Describes characteristics of children eligible for program entrance

GB/H

Texas Education Agency, Division of Curriculum Development. New Textbook Adoptions: Some Information to Assist School Districts in Local Selections, December, 1976.

Provides information concerning textbook adoptions to assist school districts, especially the local textbook selection committee, in making local selections. Each subject area is covered at each grade level, along with specific recommendations to be kept in mind while making a selection for a subject area in a particular grade level. A description is included for every textbook or instructional system(s) up for adoption.

4.2 CONTENT AREAS COVERED

GB/H

Texas Education Agency. Texas State Plan for Bilingual Education, December 8, 1978. pp. 7-11.

The bilingual education program for all LESA students enrolled consists of six components which the Agency has identified. A curriculum framework for bilingual education appears as Appendix C. The framework is intended to guide the district in the development of a program and will identify the processes by which language use is planned. A description of three broad areas of bilingual education are also given: (1) language development; (2) content area instruction, and (3) cultural heritage instruction.

H

Texas Education Agency, Textbook Division. Textbook Proclamations of the State Board of Education.

Proclamation No. 50 1974

States the guidelines and the criteria for materials adoption, Kindergarten through grades 1 and 2. Spanish Language Development Systems, Math Systems in Spanish, and basal and supplementary reading systems in Spanish are covered. Pages 34; 55-70.

Proclamation No. 51A, 1975

States the guidelines and criteria for textbooks for grades 1 and 2 (for Social Studies Systems) in Spanish. Pages 44; 55; 59-62.

Proclamation No. 52, 1976

States the guidelines and the criteria for textbooks (systems) in grade 3 in these areas: (1) English as a second language; basal and supplementary readers in Spanish; math and science in Spanish; language development in Spanish, and dictionaries. Pages 13-16.

Note: The Textbook Proclamation of the State Board of Education contains guidelines for materials in Spanish equivalent to the guidelines for materials in similar subject areas in English.

4.2 CONTENT AREAS COVERED

GB

York Borough of Education. A Draft Report of the Work Group on Multiculturalism: York Borough of Education, 1977.

Report on multiculturalism on the educational system of the Borough of York, examining the following 8 issues: 1) establishing a climate of appreciation and learning within the educational system; 2) curriculum content; 3) eliminating discrimination; 4) government role on multiculturalism; 5) orientation and placement of immigrant children; 6) retention of cultural identity; 7) effective staffing and training of teachers to work with students from differing cultures; 8) promoting teaching ESL and/or other dialect.

GB

Zamora, E. History of BBE in Texas, n.d.

Describes English as a Second Language (ESL): Following well-established audiolingual methods used in teaching a second language, ESL adapts to individual needs of each learner by systematically providing instruction at his/her level of English proficiency. It excludes Limited English Speaking Ability (LESA) child's home language and culture as media of instruction.

4. CURRICULUM AND IMPLEMENTATION

4.3 PROGRAM ORIENTATION

Affirmational/Reformational/Transformational
Maintenance/Transitional
K-12 Program Continuity

GB

Appleton, Nicholas. "Multiculturalism and the Courts." Bilingual Education Paper Series, Vol. 2, No. 4. Los Angeles, Calif.: National Dissemination and Assessment Center, California State University, 1978. p. 54.

Appelton indicates that the courts have not developed any one model for multicultural, pluralistic education. Regional and local models can be expected to differ from one another, because the first and fourteenth Amendments provide for pluralism in America, but they have not been interpreted to mean any one particular brand of pluralism. Pluralism has continued to mean different things to different people. The courts have tended to apply certain principles to specific cases in specific contexts rather than ruling broadly, e.g., schools must provide instruction in a language children can understand. Remedial English is mandatory where necessary. Racial and ethnic separation in schools is not permissible because schools must pursue integration. However, schools may have predominant ethnic populations if the situation neither contributes to nor results from discrimination.

Appleton concludes that legal requirements set by courts are often assimilatory. When assimilation is not a primary goal, the projects themselves must try to establish guidelines that go in the direction they seek. The program design must be assessed according to a particular setting. State legal requirements are more specific and must be taken into account. After the relevant contextual variables have been assessed (a necessary first step), legal principles can be applied.

GB

Bintz, Miles V. Language Difference and Reading, 1976.

Presents the maintenance model in bilingual education as more satisfactory than the transitional model. The author presents multilingual/multicultural education as a means to encourage reading development through the utilization of familiar cultural goals, values, and settings. In the case of cultures with a limited written tradition, the oral tradition can be encouraged, and literacy in the original language can take precedence over mastery of the school's language.

4.3 PROGRAM ORIENTATION

H

Bryan Independent School District. Bilingual Program Curriculum Guide. Bryan, Texas: Bryan Independent School District, n.d.

The Bryan Independent School District maintains a transitional bilingual education program for grades K-3 in Spanish/English self-contained classrooms. Two goals of the district which are related specifically to bilingual education are that students achieve English proficiency by grade 3 or sooner which enables them to perform successfully in a regular English classroom, and that they develop dignity and self-worth from "pride in cultural heritage."

GB

Bureau of Transitional Bilingual Education and Bureau of Educational Information Services. "Bilingual Bicultural Is Two Way Education," Massachusetts Board of Education. Third Printing, 1978, 58 pp.

This manual brings together the basic documents of the Transitional Bilingual Education Act of Massachusetts, signed into law in 1971. It explains the definition of transitional bilingual education and points out that the program is full-time, up to three years duration and not intentionally segregationist. Titles of the various sections include:

--Regulations for use in administering transitional bilingual programs;
--Regulations for the Certification of bilingual teachers: included are regulations for secondary and special education teachers;
--Criteria to determine bilingual teacher competencies in language skills and culture;
--Guidelines for parental involvement;
--Guidelines--Full-time program of instruction in transitional bilingual education:
  --Curriculum guidelines
  --Treatment of language mediums
  --Content
  --Organization of the curriculum
--Census obligations

4.3 PROGRAM ORIENTATION

H

Cabanas, Clodomiro, U. A Descriptive Study of the Implementation of a Transitional Bilingual Program for Spanish-Speaking Junior High School Children in Southbridge, Massachusetts, University of Massachusetts, 1974.

The study addresses the implementation of bilingual programs for students with limited English-speaking ability. A description of the implementation period including the key people involved and the events leading to the implementation of the bilingual program are presented. The information, obtained from a questionnaire designed by the Bureau of Transitional Bilingual Education and administered to the children in the bilingual program by the investigator, is reported and analyzed.

H

Cohen, Andrew. A Sociolinguistic Approach to Bilingual Education. Rowley, Mass: Newbury House Publishers, Inc., 1975.

Identifies three methodological approaches in the evaluation of the Redwood City Bilingual Education Prtoject: 1) field experiment - comparing in treatment group to a comparison group, 2) sociological survey - children in both groups were interviewed, and 3) ethnographic research - the writer immersed himself in the community. Finding: the Mexican American's "performance in the academic subjects was as good or better than that of camparison youngsters in an English-only program, and they felt better about being Mexican-American and about their school experience."

P

Cox, Lorraine. Carvbon Bilingual Project: Final Evaluation Report, 1973-1974, U.S. Educational Resources Information Center, September, 1975.

Evaluation report of the Carvbon Exemplary Bilingual Project for 73-74. In its 2nd year, this English/French program involved 2 kindergarten, 2 first grade and 2 second grade classes. The report includes a description of the project and a discussion of the procedures used to evaluate it, as well as an assessment of each of the five project components: instructional, staff development, community involvement, materials development, and management; and a section on summaries and recommendations. The major conclusion is that the program students performed as well as comparison non-program students, and that skill acquisition was not harmed by the program. An appendix deals with students who received special services for behavioral and/or academic problems.

4.3 PROGRAM ORIENTATION

H/GB

Danile, Susana. Models in Bilingual/Bicultural Education: The Community College of Philadelphia Experience, April 1977.

The paper presents a brief historical overview and summary of the various approaches and recent developments in bilingual education as well as a model developed at the college level to service Hispanic students attending the Community College of Philadelphia.

H

Danoff, Malcolm V. Evaluation of the Impact of ESEA Title VII Spanish/English Bilingual Education Program: Overview of Study and Findings, American Institutes for Research on the Behavioral Sciences, Palo Alto, California, March, 1978.

Fourth and final report on study of the impact of bilingual education provides an overview of the design of the study and a summary of the findings. The goals of the original study were: 1) to determine the cognitive and the affective impact of B/E on students in Spanish/English bilingual education projects funded by Title VII, 2) to describe the educational processes operating in these projects, 3) to identify those educational practices which result in greater gains in student achievement, 4) to determine per student costs associated with each project.

H

Davey, William G., and Walter Chiavacci. Bilingual/Bicultural Education for the Southwest, 1977.

Presents two types of bilingual programs: (1) the assimilation models, and (2) the pluralistic models geared to Spanish-speaking and Native Americans.
The article gives a statement of definitions and discusses rationale, programs, structure, and implications of bilingual/bicultural education in the Southwest, including guidelines for Arizona's bilingual teachers, Bilingual/Cross-cultural specialists, evaluation of bilingual teacher performance, and evaluation of bilingual programs in California.

4.3 PROGRAM ORIENTATION

GB

Escobedo, Theresa Herrera. Culturally Responsive Early Childhood, Los
Angeles, Ca.: Cal Education State University, 1978.

The author maintains that culturally responsive programs incorporate the child's native language and cultural knowledge as part of the curriculum. Available data on six early childhood bilingual education programs reveals varying degrees of cultural responsiveness. It is concluded that further research is required to determine the effectiveness of different approaches and the extent to which culturally-bound cognitive styles exist in non-English-speaking children.

GB

Fishman, Joshua A. "Bilingual Education and the Future of Language Teaching
and Language Learning the the U.S.," in Bilingual Schooling in the U.S.
A Source-book for Education Personnel, Francesco Cordasco, ed., New York:
McGraw Hill, 1976.

A presentation of bilingual education as the pedagogical alternative to teaching languages as a vehicle of instruction rather than as an end in itself. It presents us with an opportunity to enrich our lives and our society through the preservation of a variety of languages and cultures.

GB

Fishman, Joshua. "Bilingual Education: What & Why?" Florida FL Reporter,
2 Nos. 1 and 2, pp. 13-14 and 47-43.

Federal bilingual education is briefly discussed and a definition of bilingual education is given. The following areas are covered: transitional, monoliterate, partial, and full bilingualism as philosophies behind compensatory enrichment and group maintenance programs.

4.3 PROGRAM ORIENTATION

H

Frankfort, Nancy. The English as a Second Language Component of Selected Bilingual Programs in a New York City Community School District: A Descriptive Study, Ed. D. Dissertation, New York University, 1975.

Describes the teaching of English as a second language in the bilingual programs of five selected elementary schools in New York City. These English/Spanish programs were among the first to be implemented in New York City under the provisions of the Bilingual Education Act and they had been in operation for four years. Recommendations are made for modifications of the English as Second Language component of the bilingual programs, in the areas of curriculum and materials, methodology, education, and teacher training. Additional recommendations are made for guidelines to be used in the establishment of such programs and proposed areas of needed research in ESL and bilingual education.

Describes the teaching of English as a second language as it functioned within the bilingual programs of five selected elementary schools in New York City. These programs were among the first to be implemented in New York City. Findings describe teachers' competencies in English and Spanish; licensing and training in teaching ESL; techniques, materials, and procedures for the audio-lingual method; assessment of students' language difficulty and evaluation of progress; and treatment of children with special difficulties.

H

Gonzalez, Gustano. "The Development of Curriculum in L1 and L2 in a Maintenance Bilingual Program." Pomona, Calif.: Multilingual-Multicultural Materials Development Center, California State Polytechnic University, 1979, pp. 121-128.

Gonzales contends that the first Title VII bilingual programs were little more than ESL programs, but Chicanos began to see the bilingual/bicultural programs as a means of strengthening, maintaining and even "recapturing" their culture and language. However, even though federal regulations demanded growth in the first language as well, maintenance programs have progressed little beyond the concept stage.

all levels has contributed to this. This is true because most programs are K-3, and the child who has not learned enough English by then will be forced into the "sink or swim" atmosphere of monolingual English classrooms. Recent immigrants who are beyond the third grade need provisions for their development as well.

Success in culture and language maintenance is dependent on participation at every level by the students. He suggests that parallel content should be provided in both languages and that the acquisition of new vocabulary should be part of content in both languages. The child should be "gradually" exposed to standard Spanish and should be made aware of the social contexts for each variety. All content area curricula should reinforce the second-language component, thus during content-area presentation, the only skill required should be communication to encourage free conversation. Correcting errors should be at a minimum. Gonalez proposes that full bilingualism at all levels should be the goal of maintenance bilingual programs.

H

Gregory-Portland Public Schools. Bilingual K-3 Curriculum Guide, Gregory, Texas: Gregory-Portland Public Schools, 1977.

The Gregory-Portland Public School District has a transitional program which becomes a full instruction program in English by grade four.

GB

Griffin, Peg. "Three Social Factors Involved in Language and Bilingual Education Programs." In Language Development in a Bilingual Setting. Pomona, Calif.: National Multilingual-Multicultural Materials Development Center, California State Polytechnic University, 1979. pp. 71-88.

The three social factors are: 1) the roles and resources of language systems as social institutions; 2) the attitudes toward each language; and 3) the use of it in any situation. She explores what can be predicted about the stability of these factors. Local bilingual bicultural education (BBE) programs must gather data to answer these questions and to provide feedback as to how the programs respond to changes in these factors.

4.3 PROGRAM ORIENTATION

Ethnographic data (how each language is used to serve social interactional purposes) can provide comparative information for preparing instructional materials and assessment materials for proficiency. It also provides for better evaluations of BBE programs by providing the means to compare different models. The variables examined must be crucial and causally related to the outcomes examined. Information from ethographic sources can also be useful in teacher training for more effective classroom language usage. Teachers need to know which utterances are most needed in the classroom setting and what their use implies to the hearer; they seldom receive training in this.

The ways speakers of different languages identify and evaluate someone else by elements in an utterance are useful for effective classroom communication. Griffin recognizes this type of sociolinguistic research is much needed.

H

Hernandez Flores, Salomon. The Nature and Effectiveness of Bilingual Education Programs for the Spanish-Speaking Child in the U.S., Ph.D. Dissertation, New York: Arno Press, 1978.

Study examines the criteria for establishing the best bilingual education program, assesses how existing programs measure up to it, and specifies areas that need strengthening or modification. The original research was conducted in 1968.

GB

Horter, Patricia B. Bilingual Vocational Technical Training Program. Final Evaluation Report, Bureau of Occupational and Adult Education (DHEW), 1977.

An evaluation of the bilingual vocational and technical training program containing program objectives, activities, results and benefits and problem areas. It also includes a status report on program objectives and a review of the effects of the program in terms of increased employment, income and/or increased competence in improving equipment for use in subsistence pursuits. Conclusions reported that despite many obstacles objectives were implemented on schedule and that there is general acceptance of the program.

4.3 PROGRAM ORIENTATION

B

Illinois Board of Higher Education. Bilingual Teacher Education Conference Report, Springfield, Illinois: Illinois Board of Higher Education, December, 1974.

The document contains recommendations made at the Bilingual Teacher Education Conference. It also includes Public Act 78-727, an addition and amendments to the Illinois School Code. Because many teachers in bilingual programs were found to be "not qualified," the recommendations in the Report are addressed to colleges and universities. The programs should be competency-based. Credit should be given for relevant off-campus experiences. Suggested programs are outlined which emphasize a multi-disciplinary approach to teacher education within a four-year program.

Those who have received degrees outside the continental United States should have options made available to them to facilitate their participation.

Certification should be possible within established undergraduate programs. Competencies should be in the areas of language, culture, methods, and field experience. In addition to other certification requirements, the report also includes Public Act 78-727 of the Illinois School Code, 1961, which provides for an Office of Transitional Bilingual Education. The transitional program includes full-time instruction in both English and the native language, and in the history and culture of the country or area which is the native land of the LESA children enrolled. The children identified as LESA students are to be enrolled for three years or until they can "perform successfully" in monolingual English classrooms, whichever occurs first.

LESA children shall be placed in classes with others of approximately the same age and achievement levels. Programs shoud be conducted whenever possible within existing schools.

Parent and community participation is elicited through a parent advisory committee, with a majority of the members composed of parents of the children enrolled in the program, in each school district.

GB

Itzkoff, Seymour W. Cultural Pluralism and American Education, Scranton, Pa.: International Textbook Co., 1969.

The author provides a philosophical and practical defense of cultural pluralism, examines the historical rise and fall of pluralism as an ideal and as a reality, and looks at the implications of cultural imperialism and cultural pluralism in American education. The ideas of Dewey, Kallrn, Berkson and especially Ernst Cassirer are explicated; the differences separating discursive and non-discursive are related to the issue of cultural pluralism; the question of integration of various minorities into the mainstream is considered. A distinction is drawn between caste (power-oriented) divisions and cultural diversity.

I

John, Vera P. "Styles of Learning - Styles of Teaching," in Functions of Language in the Classroom, Courtney B. Cazden, Vera P. John, and Dell Hymes, eds., New York: Teachers College Press, 1972.

Dr. John describes Bureau of Indian Affairs teachers that instruct Navajo children in the use of English, as being long on missionary zeal and short on sensitivity to the learning styles of the children. She emphatically denies that the children are intellectually deficient and provides the facts to back up her contentions. She argues that children are encouraged to approach the world visually and kinesthetically, in contrast to middle-class mainstream emphasis on verbal skills. She favors a bilingual approach over a (TESOL) Teaching English to Speakers of Other Language approach.

H

Legarreta-Marcaida, Dorothy. An Investigation of the Use or Non-Use of Formal English as a Second Language (ESL) Training on the Acquisition of English by Spanish Speaking Kindergarten Children in Traditional and Bilingual Classrooms, Ph.D. Dissertation, University of California, Berkeley, 1975.

This longitudinal study investigates the facilitative effects of four different program models on both acquisition of English and maintenance of Spanish by native Spanish-speaking kindergarten children. The four program models or treatments are: (1) traditional, no ESL, (2) traditional, with ESL, (3) Bilingual, unbalanced language, no ESL, (4) Bilingual-balanced language, no ESL, (5) Bilingual, unbalanced language, with ESL. The results indicate that the advanced bilingual treatment with no formal ESL training enhances communicative competence in Spanish and English while facilitating comprehension of English, as well as vocabulary in both Spanish and English.

4.3 PROGRAM ORIENTATION

H

Librado, Keno Vasquez. An Experimental Pilot Bilingual Model School for Transient Mexican American Students, University of Oregon, 1969.

Describes the Experimental Pilot Bilingual Model School for Transient Mexican American Students (K-12). The main objective of this model school is to integrate the transient and stable Mexican American students into the regular classroom at the earliest possible time. An outline that has specific plans for a future experimental pilot bilingual model school for Mexican Americans is included. An evaluation of a brief pilot testing program which has compared the achievements of Mexican Americans in a southern California junior high school under monolingual and bilingual teachers, using the Stanford Achievement Test, is also included.

H

Los Fresnos Consolidated Independent School District. Bilingual Curriculum Guide K-3. Los Fresnos, Texas: Los Fresnos Consolidated Independent School District, 1977-78.

Los Fresnos operates a transitional Spanish-English bilingual program whose stated goals are to help students develop proficiency in both languages, while acknowledging English as the basic language of instruction.

C-P

Massachusetts Advisory Council on Cape Verdean Issues, "Scituate Public Schools," Program Sketch.

The Massachusetts Advisory Council on Cape Verdean Issues produced a brief report on the trilingual program in Scituate public schools. The report describes a non-restrictive maintenance/transitional trilingual program wherein the teachers share a common cultural and linguistic background with the LEP student. Materials, instruction and student-teacher interaction are described as linguistically integrated with positive academic and psychological consequences for the children. More specifically, twenty LEP student-members coming from Cape Verde, Angola and Portugal, some Portuguese-dominant, but all "fluent" in Crioulo, belong to this high school-level program. Two Cape Verdean-born trilingual teachers (Crioulo, Portuguese, English), two English-monolingual aides, and one Cape Verdean-born trilingual Community Liason Person interact with the students.

4.3 PROGRAM ORIENTATION

Students are grouped according to ability and language proficiency. TBE laws and guidelines are followed. Crioulo is the language of instruction except in English language and Portuguese language classes where instruction given is in the language being learned. However, materials may be in Portuguese, e.g., the math class, where language dominance is heterogeneous. Students are free to use Crioulo, Portuguese or English at any time. This program aims to "effect positive integration into the regular curriculum within the three year period." The report indicates observable student enthusiasm, academic competition and participation in classroom discussion as positive effects of the program.

H

McCrossan, Linda V. Bilingual/Bicultural Education for the Spanish-Speaking Students in Massachusetts: An Analysis of Perceived Dimensions of an Ideal Bicultural Teacher, University of Massachusetts, 1975.

Study focusing on the generation and analysis of the operationalization of the goal "ideal bicultural elementary teacher" by selected Hispanic and Anglo-American teachers and by some professionals in bilingual/bicultural education.

Findings: (1) Hispanic teachers stress "knowledge/understanding of the language and culture of the child" more frequently than do the Anglo American teachers in the study. (2) Hispanic teachers stress the "maintenance of the culture of the child," a cluster which the Anglo American teachers barely mention." (3) Anglo American teachers are relatively concerned about discipline, a feature never mentioned by the Hispanic teachers. (4) Hispanic teachers place their greater emphasis on sensitivity to students while the Anglo American teachers appear to be only slightly concerned about this cluster of dimensions.

4.3 PROGRAM ORIENTATION

GB

Medina, Amelia C. A Comparative Analysis of Evaluative Theory and Practice for the Instructional Component of Bilingual Programs, New York: Arno Press, 1978.

The degree of effectivenes of general theory of evaluation to bilingual program evaluation is determined through a comparative analysis. Findings are that general evaluation has identified major steps and phases for any evaluation, but it cannot determine particular dimensions needed by specific programs. When dimensions of a specific kind of program are added, details can grow beyond the capabilities of a local education agency. The research recommends further investigation to formulate an adequate evaluation model applicable at the local level.

H

Midland Independent School District. Bilingual Administration Handbook, Midland, Texas: Midland Independent School District, 1977-78.

The purpose of the program is to ensure "reasonable efficiency" in English (transitional). Eventually the program will include sixth grade.

GB/A/B/C-P/F/H/I/OLC

National Advisory Council on Bilingual Education. The Fourth Annual Report of the National Advisory Council on Bilingual Education, 1979.

This book-length report is oriented toward government process, research and decision-making concerning the area of bilingual bicultural education. Consequently, much of the report details relevant legislation, funding and resource allocation.

The report begins with a current and an historical presentation of BBE legislation, funding, philosophy and objectives. This includes the National Advisory Council's (NAC) recommendations of 1977, and the perceived results, point by point. The NAC 1978 recommendations are also included, separated by person, title or agency. The focus then moves quickly into a facts-oriented accounting of legal and financial situations relevant to BBE. Numerous tables, supplemental sections and charts are included to this effect. Example of the type and scope of information presented are:

4.3 PROGRAM ORIENTATION

- Chart of the Allocation of Title VII Appropriations for the fiscal year of 1978. Subdivisions are:

  1) Training programs
  2) Basic demonstration programs
  3) Materials development
  4) SEAs
  5) National Clearinghouse for Bilingual Education
  6) NAC

- Chart of Training - Grants - Support Services:

  1) In-service training
  2) Fellowships
  3) Resource centers
  4) Professional development, etc.

The report gives a numerical account of programs per state per language group, and a state-by-state guide to BE legislation. It also reviews different legislative acts which lend support to BE although not directly mentioning BE. Also, the report presents a comprehensive testing with abstracted description of current studies using bilingual students as respondents, or subjects. A large number of these studies are oriented around cognitive ability and style of the bilingual student.

GB

National Institute of Education, Language Maintenance, April 1977.

An annotated bibliography which includes ERIC entries on language maintenance. The citations deal primarily with bilingualism and bilingual education in the United States, Canada, Israel, Ireland, the Pacific Islands and Southeast Asia.

4.3 PROGRAM ORIENTATION

GB/H

New York State Education Department. Bilingual Education: A Statement of Policy and Proposed Action by the Regents of the University of the State of New York, Albany, New York: The State Education Department, August 1972, p. 23.

The stated goal of the Regents presented here is that persons whose language and culture differ from that of the society in which they live "must be equipped to participate meaningfully in the mainstream of that society." It is not necessary to sacrifice their native language and culture. Intellectual development should be fostered while English language proficiency is being developed.

Using the Puerto Rican as an example, the position paper cites results of English Language difficulties including reading achievement, weak academic preparation, and high dropout rate. Low enrollment in higher education is also cited.

The "primary goal" is to provide equal educational opportunity to minority pupils "through activities capitalizing on their proficiency in their native language and developing competence in English." The importance of English is affirmed but it is recognized that the native language and culture can play a major role. "Complementary goals" are the development of bilingual adults and the "promotion of better understanding among people" through the contributions of bilingual education. Acceptance of the use of the home language contributes to meaningful knowledge of the pupil's self-worth. Verbal interaction with older peers or adults in the native language; experiences centered on "concrete sensory objects and materials" and daily observations of the children are suggested. Lowering the dropout rate and more participation in higher education opportunities are expected for the target groups.

Program designs are:

1. transitional - fluency in the second language as goal;
2. monoliterate - listening and speaking in the first language and reading and writing in the second;
3. partial bilingualism - subject matter in the second language limited to the cultural heritage of the target group; and
4. full bilingualism - equal development of language skills and cultural understanding in both languages. Both languages are used in all areas except language instruction.

At the local level "community inventories" and "school inventories" should specify the needs and resources. Evaluation should be continuing.

4.3 PROGRAM ORIENTATION

H

Padilla, Raymond V. "Transformational Education: A Chicano Pedagogy of Reconstruction,"in *Bilingual Resources*, Vol. 2, No. 3, Los Angeles: National Dissemination and Assessment Center, 1979. pp. 2-8.

The author discusses three pedagogical philosophies including:

1. *Affirmational education* is a pathological model concentrating on the need of ethnic groups in oppressive social situations to "remedy their self-identification." This is necessary, but should not be the sole focus of education because more than simple psychological remedies are needed.

2. *Reformational education* shifts the pathological focus to the environment. "In this approach the political and economic mainstreaming of the Chicano takes presedence over the group's strictly eductional needs." (p. 3) It concentrates on institutional structures.

3. *Transformational education* is "a tool for community development." (p. 8). Based on growing awareness of the self and environment, this approach to self-determined learning will help Chicanos deal with objective problems in "a changing and problematic world." (p. 3). The author has developed ideas for:

GB

Pai, Young and Van Cleve Morris. "The Concept of Culture: Is Transcultural Education Possible?" In *Cultural Issues in Education: A Book of Readings*. Pomona, Calif.: National Multilingual-Multicultural Materials Development Center, 1978. pp. 21-27.

Authors define culture "as a system of shared technological, social, aesthetic, ideological, and attitudinal products of human learning." It consists of beliefs, cognitive styles, languages, tools, and other material and non-material achievements of a group of people." Culture enables us to develop concepts (to assign significance and meaning) and to understand and appreciate such meanings. Culture represents the organization of a people's experience which results in their world view. They do not perceive assimilation nor separatism as the most promising way to build a secure and enriching social order. Rather, they claim that culture should be appraised based on how well it aids members of society in dealing with life's problems.

If "transcultural" values, those that almost everyone can agree on, can be found, the school can and should transmit them.

4.3 PROGRAM ORIENTATION

H

Reyes, Vinicio H. Bicultural/Bilingual Education for Latino Students--A Continuous Progress Model, Ph.D., Loyola University, Chicago, 1975.

Provides a rationale for bilingual education in Chicago based on historical developments and the socio-cultural characteristics of the Spanish-speaking students in Chicago; and proposes a model for a continuous progress, two-way integrated, maintenance type, total bicultural program that would incorporate up-to-date educational strategies beginning with the Early Childhood Bilingual Readiness Center, and continuing with the same group to the Elementary Bilingual Center, the Bilingual Middle School, and the Bilingual High School.

GB

Rivera, Carmen Elena. Academic Achievement, Bicultural Attitudes and Self-Concepts of Pupils In Bilingual and Non-Bilingual Programs, Ph.D. Dissertation, Fordham University, 1973.

The study ascertains and compares academic achievement, bicultural attitudes and self-concepts of third and fifth grade Hispanic and non-Hispanic pupils in a bilingual school and two non-bilingual schools in New York City.

It was concluded that:

1) The bilingual-bicultural program benefited the Hispanic child of comparable steady academic progression to that of the non Hispanic.

2) Non-Hispanic students suffer no loss of basic skills in their own language by being exposed to a program of second language instruction at an early age. The non-Hispanic demonstrated a decided potential to perform at or above the level of the non-Hispanic in the control group.

3) The time devoted to the study of a second language does not effect growth in mathematics skills and understanding of concepts of the non-Hispanic students in the experimental (Bilingual Education Program) group. A transfer of training was occurring among the Hispanic subjects of the experimental group.

4) A bilingual-bicultural program would serve to develop cultural awareness between the two groups and positive feelings of self worth for the Hispanic.

GB

Rivera, Carmil Elena. "Administration, Supervision and Implementation of a Bilingual Bicultural Curriculum," in Bilingual Schooling in the U.S.--A Sourcebook for Education Personnel, Francesco Cordasco, ed., New York: McGraw Hill, 1976.

A description of goals of bilingual schooling and a list of available materials as they apply to different curriculum components.

4.3 PROGRAM ORIENTATION

GB

Romero, Osvaldo and Ray Castro. Bilingual Education vs. Bilingualism Policy Issues, [Final draft], Portland, Oregon: Northwest Regional Education Laboratory, June 1977.

According to these authors, federal language policy, especially with regard to Title VII legislation, has confused bilingualism--a societal concept--with bilingual education--a pedagogical concept. Drawing on a number of examples of court cases, they suggest that "the major thrust of bilingual education in the U.S. is the protection of civil rights for certain groups" (p. 10). The role of schools in relation to the processes of acculturation and assimilation are discussed, but the authors enumerate questions to be addressed at the local level rather than present the reader with answers.

H

San Benito Consolidated Independent School District. A Bilingual-Bicultural Curriculum Guide for Teaching Social Studies in Second and Third Grade. San Benito, Texas: San Benito Consolidated Independent School District, 1977.

The transitional program of the San Benito Consolidated Independent School District is described.

GB/H

Seymann, Marilyn R. The Bilingual Teacher Aide: Competencies and Training, Austin, Texas: Dissemination and Assessment Center for Bilingual Education, 1979.

The USOE-funded project described in this book tries to identify essential knowledges, skills, and awarenesses needed by persons training to become bilingual teacher aides. Recommendations for appropriate curriculum development, inservice topics, and materials development are included along with the questionnaire instrument for local use. Important resource as it takes perspectives of different staffing pattern settings depending on monolingual or bilingual teacher, transition or maintenance program, etc.

4.3 PROGRAM ORIENTATION

GB

Spolsky, Bernard. "Problems in the Assessment of the Effect of Language Education Policies in a Multilingual Society." In Language Development in a Bilingual Setting. Pomona, Calif.: National Multilingual-Multicultural Materials Development Center, California State Polytechnic University, 1979. pp. 141-155.

Spolsky outlines a three-level model to assess the overall effect of a bilingual program: 1) the first level represents the community; 2) the second level, factors that are controlled by those administering the program; 3) the third level deals with the perceptions of those deemed responsible for the program. Overarching these three levels there are six major divisions:

1. linguistic factors
2. sociological factors
3. economic factors
4. political factors
5. psychological factors
6. religio-cultural factors.

The first division (linguistic factors) includes distinctions between standards and local varieties; the level of literacy in these; the effects of BE, whether maintenance, shift, or revival. The second (sociological factors) encompasses the social status of the speakers of the languages; whether the school is an alien or integrated institution; how it will affect the social system by altering status. The third (economic factors) notes that if the school is seen as contributing to pluralism, the target group might fear continued discrimination; the school can function as an employer.

The fourth division (political factors) includes various levels of involvement from international to local; the potential integrational effect of a national language versus the potential disintegrational effect of pluralism and possible changes in the power structure because of bilingual education. The fifth division (psychological factors) states when other variables are distinct, the evidence shows bilingualism is not a disadvantage to intelligence; BE can arise from or affect attitudes in a community, but it takes a long time for attitudes associated with status to change; evidence is uncertain as to how attitude changes affect learning.

The last category (religio-cultural factors) notes that political or economic factors are usually suspected at the root of most dissatisfaction with the teaching of culture; some argue teachers from outside the community deal inadequately with local culture; teaching about the culture is not the same as integrating minority and majority cultures; religious factors can inhibit minority language teaching if a group wishes to keep its religion secret or support it when the religion is associated with a scared text, etc. Educational factors are most important but hard data are meagre. The other factors discussed are usually stronger sources for support for BE programs.

4.3 PROGRAM ORIENTATION

C-P

Subcommittee on Cape Verdean Issues and Cape Verdean Educators Collaborative. "Statement on the Use of Cape Verdean Crioulo Language in Bilingual Classrooms.

The Subcommittee on Cape Verdean Issues and the Cape Verdean Educators Collaborative present a statement strongly advocating the use of Crioulo as the medium of instruction for non-Portuguese-speaking Cape Verdean children, in compliance with the TBE act. The tone of the statement is that of an argument based on intuitive logic and observation with a purpose of instigating change; it is not an academic piece. Possible negative consequences of the then-existing program on the children involved is a major concern. More specifically, the erroneous labeling of Criuoulo-dominant LEP students as Portuguese-speaking is attributed to a carry-over of colonialist oppression and the mistaken idea that Crioulo is a Portuguese dialect. It is pointed out that most Cape Verdean students speak Crioulo in the home and have little, if any, understanding of Portuguese. However, as they are labeled as Portuguese-speaking and assigned to TBE programs accordingly, the TBE laws are being violated. Inability to learn, emotional frustration, and the degrading of the child's culture result from a refusal to recognize his language as legitimate.

The major goal of TBE--transition to English-speaking, is undermined by the necessity of first learning Portuguese, the language of instruction. The situation is counterproductive.

The authors conclude by recommending a program of study wherein Crioulo is the medium of instruction as the child is taught English. Emphasis would be placed on oral teaching because of the unavailability of Crioulo language materials. The incorporation of Cape Verdean culture into the curriculum is suggested. The statement, therefore, advocates a truly maintenance/transitional program in complete compliance with the TBE Act.

I

Student National Education Association and the Southwestern Cooperative Educational Laboratory, Report, 1978.

Describes student teacher live-in Indian project for 10 prospective teachers at the Canocito Navajo Reservation (Laguna, New Mexico), designed to determine the contribution of the student teachers to the Indian community and to assess the potential for personal sensitivity growth and teacher education reform through such cross-cultural exposure. Upon project completion, each student is expected to develop a curriculum of supplementary cross-cultural experiences.

4.3 PROGRAM ORIENTATION

H

Texas Education Agency. Policy and Administrative Procedure 32.52.010-011, n.d.

Describes a full-time program of instruction which the state-supported required bilingual education program is supposed to implement.

GB/H

Texas Education Agency. Texas State Plan for Bilingual Education III-C, December 8, 1978, pp. 13-14.

Bilingual education program enhancement alternatives are discussed; the district may provide language enhancement alternatives beyond a minimum English language development program. The alternatives are optional within the district and are described.

GB/H

Texas, State of. Letter to the Commissioner of Education, Texas Education Agency, November 28, 1978.

The letter contains a copy of the permanent policy and administrative procedures concerning programs for LESA children. It also contains information about the transitional, compensatory nature of these programs as well as the grade levels concerned. Attachment to the letter entitled: "Category 32 Comprehensive Instruction. 32.52 policy further delineates this policy.

GB

Troike, Rudolph C. Research Evidence for the Effectiveness of Bilingual Education, National Clearinghouse for Bilingual Education, 1978.

The author points out that, despite limited research due to a lack of funding and inadequate program evaluations, enough evidence has accumulated to indicate that quality bilingual programs can meet the goal of providing equal educational opportunity for students from non-English speaking backgrounds. A review of existing research supports this statement and is included. A recent study by Finnish researchers on the achievement of Finnish immigrant children suggest that if children are submersed in instruction in another language before the age of ten, this exerts a destabilizing effect on the development of their native language as a tool for cognitive organization, especially if the children are members of a minority group.

4.3 PROGRAM ORIENTATION

GB

York Borough of Education. A Draft Report of the Work Group on Multiculturalism: York Borough of Education, 1977.

Report on multiculturalism on the educational system of the Borough of York, examining the following 8 issues: 1) establishing a climate of appreciation and learning within the educational system; 2) curriculum content; 3) eliminating discrimination; 4) government role on multiculturalism; 5) orientation and placement of immigrant children; 6) retention of cultural identity; 7) effective staffing and training of teachers to work with students from differing cultures; 8) promoting teaching ESL and/or other dialect.

I

York, Kenneth, et al. Research and Evaluation Design for the Choctaw Bilingual Education Program, 1975-1976, 1976.

Describes the Mississippi Choctaw Bilingual Education Program, including philosophy, goals, objectives, and proposed evaluation plan. Major components included are: (1) instruction, (2) curriculum and materials development, (3) management, (4) staff development, and (5) parent-community involvement. Areas of research and evaluation are identified. The research/evaluation design is described in great detail.

H

Yorrow, Beth. Bilingual/ESL Programs for Migrant Children, New Mexico State University, National Educational Laboratory Publishers, Inc., Austin, Tex.

Discusses the development of special programs for Spanish-speaking migrant children. Topics covered are: definition of bilingual education and ESL, judicial and legislation support, pre-program assessment, grade and age level, children's length of stay, integration with or segregation from regular school program, selection of program models, establishment of instructional program goals, program staff, parent and community involvement, support services, instructional materials, student and program evaluation, and dissemination.

4.3 PROGRAM ORIENTATION

GB

Zirke, Perry Alan. An Evaluation of the Effectiveness of Selected Experimental Bilingual Education Programs in Connecticut, Ph.D. Dissertation, The University of Connecticut.

The purpose of this study was to assess the effectiveness of the experimental bilingual programs initiated in 1970-71 in the Connecticut cities of Bridgeport, Hartford, New Britain and New London with respect to selected pupil and parent outcomes. The selected pupil outcomes were involvement, attitudes, and awareness of the school program.

Analysis of the interview results showed that parents of pupils in the bilingual model of instruction were more informed, interested, involved, and in favor of the school program at the end of the school year that were the parents of the control group children.

The analysis of the student outcomes in Bridgeport and Hartford generally favored the bilingual model of instruction.

5. TEACHER CHARACTERISTICS AND COMPETENCIES

Proficiency of Teacher in L_1, L_2 (speaking, listening, reading, writing)
Knowledge of Content Areas
Knowledge of Students' Culture
Knowledge of Testing and Evaluation Methods
Knowledge of Instructional Methods
Use of Instructional Materials
Management Skills
Certification

H

Askins, Billy E., et al. Clovis-Portales Bilingual Early Childhood Program: Second Year Evaluation Study, U.S. Educational Resources Information Center, July 1975.

Describes and evaluates a bilingual early education intervention program which uses the concept of responsive environment in language development (English and Spanish) and in cognitive and staff development. The program's two major components are examined: instructional (language development in English and Spanish, school readiness and subjective evaluation of self-concept) and community parental involvement (information dissemination to community organizations, and home visits providing parents with training the child development and techniques for school education in the home). Findings indicate that the students made significant gains in language ability in English and Spanish, general school readiness, developing and maintaining a positive self-image and developing and maintaining a positive self-image and in personality growth and development.

GB

Baquero de Schmidt, Zoraida. "The Need for A Bilingual-Biculturual Approach in the Teaching of English as A Second Language," In LULAC National Educational Service Centers, Inc. Newsletter, 400 First St., N.W., Suite 716, Washington, DC 20001, Vol. 3., No. 3, May/June, 1977, p. 6.

English as a second language is failing because teachers with English degrees are not necessarily qualified to teach English as a second language. Planners and administrators often fail to realize this.

5. TEACHER CHARACTERISTICS AND COMPETENCIES

I

Battiste, Marie A. Study of Bilingual-Bicultural Projects involving Native Americans Indo-Europeans, Palo Alto, Ca.: American Institute for Research in the Behavioral Sciences, 1975.

The study objectives are to: (1) identify the major issues involved in bilingual/bicultural education; (2) document the goals, approaches, resources or costs, (3) assess the impact bilingual education has had on communities; and (4) recommend possible federal program changes. The following are among the major conclusions and recommendations: (1) some evidence exists that Title VII is having long-range benefits, (2) there is a general lack of materials, teaching skills, expertise on planning materials development, and evaluation at the local project level which can be improved by providing continuous technical assistance.

GB

Blanco, George M. "Competencies Needed by Bilingual Teachers," Educational Leadership. Washington, D.C.: Association for Supervision and Curriculum Division, November 1977, Vol. 35, No. 2, pp. 123-127.

Specific pedagogical, linguistic and cultural skills needed by an elementary bilingual education teacher in the native language and in the second language being taught are identified.

GB

Bureau of Transitional Bilingual Education and Bureau of Educational Information Services. "Bilingual Bicultural Is Two Way Education," Massachusetts Board of Education. Third Printing, 1978, 58 pp.

This manual brings together the basic documents of the Transitional Bilingual Education Act of Massachusetts, signed into law in 1971. It explains the definition of transitional bilingual education and points out that the program is full-time, up to three years duration and not intentionally segregationist. Titles of the various sections include:

--Regulations for use in administering transitional bilingual programs;
--Regulations for the Certification of bilingual teachers: included are regulations for secondary and special education teachers;
--Criteria to determine bilingual teacher competencies in language skills and culture;
--Guidelines for parental involvement;

- --Guidelines--Full-time program of instruction in transitional bilingual education:
    - --Curriculum guidelines
    - --Treatment of language mediums
    - --Content
    - --Organization of the curriculum
- --Census obligations

H

Caragonne, Bobbie Kathryn Smith. Bilingual/Bidialectical Teacher Education Materials: Attitudes Towards Nonstandard Spanish, Ph.D. Dissertation, The University of Texas at Austin, 1976.

The study explores the need for teacher education materials for Spanish-English bilingual/bicultural programs, in particular materials which examine attitudes toward non-standard Spanish, and the procedure for the actual development of materials. Pedagogical and psychological implications of the differences between the variety of Spanish that students, particularly Mexican-American students, speak and the variety of Spanish found in their textbooks, as well as possible differences between their dialect and that of their teachers were discussed.

The teaching of standard Spanish in formal situations and the acceptance of a child's own dialect in informal situations is advocated as a basis for the development of teacher education materials. A student may not acquire productive competence in a standard dialect if it serves no function in his own environment. The teacher should be able to accept the student's non-standard dialect. An actual module, "Attitudes and Dialect Diversity" was developed, and the objectives for three others were described.

GB

Condon, E.C. Cultural Conflicts in Values, Assumptions, Openness, New Brunswick, N.J.: Rutgers University, 1973.

The necessity of teachers to adopt a flexible frame of reference and an attitude of suspended judgement in dealing with any crosscultural circumstances is analyzed. The author concludes that it is important to be able to look at the world through someone else's eyes and to perceive it in the manner determined by the viewer's own cultural filter. The task of the adult educator also is stated.

5. TEACHER CHARACTERISTICS AND COMPETENCIES

H

Cota-Robles Suarez, Cecilia. "Values in the Development of Curriculum for Chicanos." In Cultural Issues in Education: A Book of Readings. Pomona, Calif.: National Multilingual-Multicultural Materials Development Center, California State Polytechnic University, 1978. pp. 49-61.

The author lists 10 factors that are in conflict with the values of the Chicano learner and the Chicano Community.

1. Racial prejudice: denial of equal treatment to all based on social mores, founded in ethnocentrism and institutionalized in the current system of education.
2. Stereotyping: Reinforced by the literature and the media.
3. Blaming low achievement of Chicanos on their language and culture.
4. Supressing the language and culture of Chicanos: both are assets and should permeate the curriculum.
5. Lack of parental involvement and community involvement in the decision-making of the school and school district.
6. Under-representation of Chicanos in public schools: they should be represented in all levels in proportion to the Chicano population.
7. Use of Ability Grouping: biased tests have been used as criteria. Chicanos are over-represented in low-ability groupings.
8. Inadequacy of the staff working with Chicanos: teachers should be proficient in the language and culture of the students and should be able to implement a curriculum that is relevant to them.
9. Irrelevancy of the training of the staff working with Chicano students: so far the institutions have lacked Chicano faculty, and courses. Methodology is inadequate.
10. Monolingual/Monocultural Education: bilingual education designed for needs that are determined by surveying communities is necessary.

The author also points out that the curricula for the Chicano student has not considered the Chicano's lifestyle, needs, cultural attributes or language characteristics. Since values are the ideals of life that members of a given society regard as desirable, curriculum objectives should be in harmony with the values of a school district.

5. TEACHER CHARACTERISTICS AND COMPETENCIES

H

Evans, Joyce, and A.E. Guevara. "Classroom Instruction for Young Spanish-Speakers," from Selected Articles on Bilingual Education, compiled by Peggy C. Duvall, Multicultural Program/School of Education, University of San Francisco.

Advises that instructional materials developed specifically for the Spanish-speaking child are not always available and a literal translation of English-language materials into Spanish may be inadequate and/or inaccurate. Language variations must be taken into consideration. Programs designed for the Spanish-speaker and taught by a certified bilingual teacher are deemed preferable. When this is not possible, temporary solutions or arrangements can be implemented within schools and/or preschool centers in order to build upon the child's native language and cultural background.

H

Frankfort, Nancy. The English as a Second Language Component of Selected Bilingual Programs in a New York City Community School District: A Descriptive Study, Ed. D. Dissertation, New York University, 1975.

Describes the teaching of English as a second langage in the bilingual programs of five selected elementary schools in New York City. These English/Spanish programs were among the first to be implemented in New York City under the provisions of the Bilingual Education Act and they had been in operation for four years. Recommendations are made for modifications of the English as Second Language component of the bilingual programs, in the areas of curriculum and materials, methodology, education, and teacher training. Additional recommendations are made for guidelines to be used in the establishment of such programs and proposed areas of needed research in ESL and bilingual education.

Describes the teaching of English as a second language as it functioned within the bilingual programs of five selected elementary schools in New York City. These programs were among the first to be implemented in New York City. Findings describe teachers' competencies in English and Spanish; licensing and training in teaching ESL; techniques, materials, and procedures for the audio-lingual method; assessment of students' language difficulty and evaluation of progress; and treatment of children with special difficulties.

5. TEACHER CHARACTERISTICS AND COMPETENCIES

H

Gaarder, A. Bruce. "The First Seventy-Five Bilingual Education Projects," in Bilingual Schooling in the United States--A Sourcebook for Educational Personnel, Francisco Cordasco, Ed., New York: McGraw-Hill, 1976.

This study of the original seventy-five bilingual schooling projects supported by Title VII reveals that at the time of the study, inadequate attention was paid in time, resources, and understanding to the non-English language.

H

Garcia, E.F. Chicano Cultural Diversity: Implications for Competency-Based Teacher Education, 1974.

This paper focuses on the competencies that teachers need in working with Chicano children. It describes the culture filter concept, discusses cultural pluralism, and stresses the importance of a Competency-Based Teacher Education (CBTE) program specifically relating to the Chicano.

H

Gomez, Gloria Irma. Questioning Behaviors of First-Grade Bilingual Teachers During Reading Instruction: English Versus Spanish, Ph.D. Dissertation, The University of Texas at Austin, 1976.

The major purposes of this study are: (1) to compare the low- and high-cognitive levels of questions that first-grade bilingual teachers pose during English and Spanish reading instruction; (2) to determine whether there is a significant relationship between the amount of teaching experience and the levels of questions asked by bilingual teachers. No significant differences are found between the numbers of English and Spanish low-cognitive (memory level) or the numbers of high-cognitive (abstract level) questions asked during reading instruction. No significant correlations are found when years of teaching experience (in both English and Spanish) are compared with the questioning behaviors of teachers. Relatively consistent patterns are observed among teachers in both languages.

5. TEACHER CHARACTERISTICS AND COMPETENCIES

GB

Griffin, Peg. "Three Social Factors Involved in Language and Bilingual Education Programs." In Language Development in a Bilingual Setting. Pomona, Calif.: National Multilingual-Multicultural Materials Development Center, California State Polytechnic University, 1979. pp. 71-88.

The three social factors are: 1) the roles and resources of language systems as social instritutions; 2) the attitudes toward each language; and 3) the use of it in any situation. She explores what can be predicted about the stability of these factors. Local bilingual bicultural education (BBE) programs must gather data to answer these questions and to provide feedback as to how the programs respond to changes in these factors.

Ethnographic data (how each language is used to serve social interactional purposes) can provide comparative information for preparing instructional materials and assessment materials for proficiency. It also provides for better evaluations of BBE programs by providing the means to compare different models. The variables examined must be crucial and causally related to the outcomes examined. Information from ethographic sources can also be useful in teacher training for more effective classroom language usage. Teachers need to know which utterances are most needed in the classroom setting and what their use implies to the hearer; they seldom receive training in this.

The ways speakers of different languages identify and evaluate someone else by elements in an utterance are useful for effective classroom communication. Griffin recognizes this type of sociolinguistic research is much needed.

GB

Hernandez, N.G. Multicultural Education and CBTE: A Vehicle for Reform, 1974.

Focuses on competencies needed to teach in a culturally diverse society. The goals include: a) recognizing the importance of cultural identification to the development of a strong sense of individual identity, b) recognizing that a student's first language is a positive factor in learning, and c) recognizing that students' heritage must be preserved.

A discussion of the model of the sociocultural component for training teachers at the University of Texas is included, and reasons why CBTE (Competency-Based Teacher Education) should be used as a strategy in multicultural education.

5. TEACHER CHARACTERISTICS AND COMPETENCIES

GB

Hilliand, A.G. Restructuring Teacher Education for Multicultural Imperatives, 1974.

The author discusses some essentials of multicultural education. The skills needed by a teacher who teaches students from other cultures and the basic attitudes that should emerge as a teacher works cross-culturally are described.

GB

Hubble, M.W. Multicultural Curriculum Training with Prestudent Teachers in Language Arts, Ph.D. Dissertation, University of New Mexico, 1972.

Addresses two problems in multicultural education: the inability of teachers to relate to and understand the culturally diverse learner; and the dearth of teaching materials based on the minority group members' cultural heritages. Reports the development of a Multicultural Curriculum Center (MCT) to promote an understanding of and positive attitudes toward teaching culturally diverse learners among prospective teachers.

Hunter, Madeline C. "The Instructional Process in Transcultural Education," in Cultural Issues in Education: A Book of Readings, Pomona, California: National Multilingual-Multicultural Materials Development Center, 1978, pp. 81-90.

The author identifies three areas of professional competence that constitute the pedagogical curriculum that best prepares teachers for transcultural education:

1) learning is most probable when teachers employ decisions and behaviors that are consonant with psychological principles;
2) modifications of these principles individualize the teaching for each learner when a teacher seeks to accommodate the cultural differences of students;
3) when the teacher knows the students' culture he can correct assumptions, inferences and predictions in relation to each student.

She further points out that equal opportunity does not mean identical treatment. It refers to the effort made by teachers and institutions "to maximize achievements that contribute to the learner's self-concept."

The successful teacher synthesizes previous knowledge with data about the learner to adjust to the learner's needs.

B/H/I

Hunter, W.A. ed. Multicultural Education Through Competency-based Teacher Education, Washington, D.C.: American Association of Colleges of Teacher Education, 1974.

The result of a multicultural Competency-Based Teacher Education project (M/CBTE) which sought to bring together the findings of separate studies, projects and research efforts, the publication contains two parts. Part 1 is in the form of a prologue: "Antecedents to Developments of and Emphasis on Multicultural Education." Parts 2-5 were written by four educators and/or teams from the Black American, Spanish-speaking American and Native American/Academic communities. Part 2 treats teacher competencies from the Spanish-speaking educators' perspective.

A collection of articles given at a conference sponsored by American Association of Colleges for Teacher Education. The purpose of the conference was to show how multicultural education is best served by teacher education on the "competency based" model. The articles, divided into sections representing black, Spanish-speaking, and Native American points of view, contain information about cross-cultural conflict between teachers and students.

5. TEACHER CHARACTERISTICS AND COMPETENCIES

GB

Hymes, Dell. "Ethnographic Monitoring." In Language Development in a Bilingual Setting. Pomona, Calif.: National Multilingual-Multicultural Materials Development Center, California State Polytechnic University, 1979. pp. 71-88.

Hymes proposes that ethnography can serve to monitor bilingual education programs, and that it can contribute to the "planning, conduct, evaluation and justification" of the programs. Ethnography examines the norms for using some forms above others, and to what effect. While the functions of language are universal, the forms used are not; they are instrumental. Ethnography can also provide validity for evaluations by clarifying the conditions of success or failure. Bilingualism is sometimes blamed for political divisions, but it is usually social forces that create division and concide with language boundaries. Ethnography can interpret "success" in bilingual education in social terms to aid in decision making.

Cooperation in monitoring among the various people involved in the task may provide objectivity, and a feedback system for determining the success of the program in an ongoing way. The author thinks that people from the community can and should do the ethnographic monitoring. Teachers can become aware of how their own observations of children may be skewed, familiarize themselves with the repertoire of the students' language usage, and with the role of language in the community. He also points out that how classroom usage of language meshes with the larger system in the community is important.

GB

Illinois Board of Higher Education. Bilingual Teacher Education Conference Report, Springfield, Illinois: Illinois Board of Higher Education, December, 1974.

The document contains recommendations made at the Bilingual Teacher Education Conference. It also includes Public Act 78-727, an addition and amendments to the Illinois School Code. Because many teachers in bilingual programs were found to be "not qualified," the recommendations in the Report are addressed to colleges and universities. The programs should be competency-based. Credit should be given for relevant off-campus experiences. Suggested programs are outlined which emphasize a multi-disciplinary approach to teacher education within a four-year program.

Those who have received degrees outside the continental United States should have options made available to them to facilitate their participation.

5. TEACHER CHARACTERISTICS AND COMPETENCIES

Certification should be possible within established undergraduate programs. Competencies should be in the areas of language, culture, methods, and field experience. In addition to other certification requirements, the report also includes Public Act 78-727 of the Illinois School Code, 1961, which provides for an Office of Transitional Bilingual Education. The transitional program includes full-time instruction in both English and the native language, and in the history and culture of the country or area which is the native land of the LESA children enrolled. The children identified as LESA students are to be enrolled for three years or until they can "perform successfully" in monolingual English classrooms, whichever occurs first.

LESA children shall be placed in classes with others of approximately the same age and achievement levels. Programs shoud be conducted whenever possible within existing schools.

Parent and community participation is elicited through a parent advisory committee, with a majority of the members composed of parents of the children enrolled in the program, in each school district.

GB

Interagency Task Force on Bilingual Teacher Preparation: An Update. California State Department of Education, Sacramento, California, August 1979, 14 pp.

As a response to a demand for more bilingual crosscultural teachers, the Task Force made the following recommendations to the Legislature of the State of California:

1) There is a need for more campus-sponsored programs in training bilingual teachers, and to
2) Establish programs to encourage teachers who now teach in a regular program and who are fluent in other languages to become qualified bilingual teachers;
3) That Institutions of Higher Education (IHE) become involved in assessment for Bilingual Certificates of Competence, granting Associate of Arts degrees and designing multilingual-multicultural programs for small numbers of teachers in each of the languages other than Spanish (the major target language);
4) An expansion of the Bilingual Teacher Corps funding, and the Teacher Development (Bilingual Crosscultural) Grant;
5) To assist teachers on bilingual waiver to become credentialed with a Certificate of Competence.

Attachments include funding allocations and the results of a symposium which concentrated on changes to be made in the IHE training programs.

5. TEACHER CHARACTERISTICS AND COMPETENCIES

H

Language Policy Task Force. "Language Policy and the Puerto Rican Community", from: The Bilingual Review/La Revista Binlingue V.V, York College, N.Y., 1978.

This paper primarily presents a political-theoretical discussion of the role of language and literacy in the Puerto Rican-American community. The paper aims "to develop a pragmatic statement concerning the scientific investigation and political analysis needed to produce a principled language policy for the Puerto Rican community in the U.S." The deeper issues in language choice are outlined, beginning with a political history of Puerto Rico and of the SES of Puerto Ricans in this country.

The article contends that Colonialism, American Imperialism, and Capitalism are examples of the political and economic substance underlying debate over official languages, bilingualism and multicultural education. Choice of language is viewed as necessary not only to identity and cultural integrity but to a sense of history and political continuity as well.

Policy attitudes of Russia's and of China's government toward bilingualism and language standardization are presented in historical overview. The paper proceeds to contrast the role of literacy, functional adequacy, and of language standardization, popular acceptability, in Capitalism with their role in Socialism. Major concerns of Capitalism regarding language usage are seen as the facilitation of bureaucratic information gathering, planning and processing - an administrative emphasis. Socialism is viewed as interested in language usage to further common values, unity and identity in which the work of each person is meaningful, and thereby promote a classless society wherein discrimination against minorities is eliminated.

Regardless of the governmental system, the paper states that "literacy and standardization are indispensible for the linguistic development of a colonized people toward self-determination." However, caution should be exercised in the area of bilingual education. Lack of substantial research of a politically sensitive, sociolinguistic nature precludes advocacy of bilingual education programs at present. According to the article, definitions of Puerto Rican Spanish and the particular culture of Puerto Ricans in the U.S. are required before meaningful bilingual education can be pursued.

5. TEACHER CHARACTERISTICS AND COMPETENCIES

GB

Light, Richard T. Issues in Teacher Preparation for Cross-Cultural Education, paper presented at the International Conference on Bilingual Bicultural Education, New York City, 1974.

This article throws light upon the need for bilingual education, the advantages of bilingual education and the requirements for educating aspiring bilingual teachers. Also presented is a discussion of the optimum mix of theory and practice in teacher/education coursework and a report on a plan at SUNY/Albany.

C-P

Massachusetts Advisory Council on Cape Verdean Issues, "James Condon School," Program Sketch.

The report produced by the Massachusetts Advisory Council on Cape Verdean Issues is brief and contains little actual information. Twenty-three LEP student-members, Cape Verdean immigrants, all of whom are Crioulo-dominant, belong to this elementary school lelvel TBE program. One Trilingual teacher and one trilingual aide (Crioulo, Portuguese, English) interact with the students. Group work within ability groups is stressed. Crioulo is the medium of instruction, even during English language classes. Cape Verdean culture is included in the curriculum, although the report indicates a lack of available materials and ready knowledge in this area for classroom use.

H

McCrossan, Linda V. Bilingual/Bicultural Education for the Spanish-Speaking Students in Massachusetts: An Analysis of Perceived Dimensions of an Ideal Bicultural Teacher, University of Massachusetts, 1975.

Study focusing on the generation and analysis of the operationalization of the goal "ideal bicultural elementary teacher" by selected Hispanic and Anglo-American teachers and by some professionals in bilingual/bicultural education.

Findings: (1) Hispanic teachers stress "knowledge/understanding of the language and culture of the child" more frequently than do the Anglo American teachers in the study. (2) Hispanic teachers stress the "maintenance of the culture of the child," a cluster which the Anglo American teachers barely mention." (3) Anglo American teachers are relatively concerned about discipline, a feature never mentioned by the Hispanic teachers. (4) Hispanic teachers place their greater emphasis on sensitivity to students while the Anglo American teachers appear to be only slightly concerned about this cluster of dimensions.

5. TEACHER CHARACTERISTICS AND COMPETENCIES

GB

Mortenson, W.P. and A.J. Netusil. Attitudes of Prospective Teachers Toward the Culturally Different.

Examines whether or not prospective elementary school teachers can become more positively oriented toward culturally different children after taking courses that focus on teaching them. Results indicate that practicum experiences of study teachers should include interaction with children not of the dominant culture if teachers are to avoid looking down on them or expecting them to fail.

GB/H

Patterson, Marti Kay. A Descriptive Analysis of Methods and Materials for Teaching Bilingual Spanish-Speaking Students in the Bilingual Program in Texas Public Schools, Ed.D. Dissertation, Baylor University, 1976.

The purposes of this study were (1): to determine who holds primary teaching responsibility for bilingual biculturalism in the public schools, (2) what methods and materials are being used in these programs to teach bilingual students, and (3) to obtain and interpret teacher opinions of the major curricular problems faced in investigating a bilingual program. It is found that: (1) the majority of the teachers in bilingual classrooms in Texas are bilingual, most are certified in bilingual culturalism or hold temporary certification while working toward professional certification, (2) the use of paraprofessionals in the bilingual classroom is a widespread policy, (3) teachers of bilingual education across Texas are planning for bilingual instruction through the use of pre-determined student objectives in all fourteen areas recommended by the Texas Education Agency (TEA), (4) fourteen areas of instruction are being taught in both English and Spanish by a majority of the districts for an approved length of time per week meeting the guidelines established by the Texas Education Agency, (5) the methods used center primarily around small groups or on individualized instruction and include a great variety of activities, (6) instructional materials are mostly teacher-made, and (7) there is weak compliance with the TEA guidelines with respect to student grouping and parent advisory committee involvement.

5. TEACHER CHARACTERISTICS AND COMPETENCIES

H

Philip, Albert Bolgee. The Effect of Teacher Spanish Language Fluency
Upon Student Achievement in a Bilingual Science Program, Ph.D.
Dissertation, St. John's University, 1967.

This dissertation investigates the effects of two different types of bilingual science instructors upon student science achievement in a bilingual science program. It also considers the influence of student bilingual dominance upon science criterion scores used to determine program success and to compare teacher effectiveness.

The investigation revealed that: Bilingual science education for 7th grade Jr. high school students of Hispanic background resulted in student achievement significantly different from that of comparable students in the conventional program. Bilingual science programs obtained superior results only when conducted by fluent Spanish speaking science teachers. Between the bilingual class taught by the fluent teacher and the bilingual class taught by the non-fluent teachers, the results favored the classes taught by fluent teachers. The control and experimental classes were comparable in terms of science ability but they were not comparable in the extent to which each group used Spanish outside school. Demonstrated group differences in bilingual domain might be an uncontrolled factor which might have changed the result had it been controlled.

GB

Politzer, Robert L. "Some Reflections on the Role of Linguistics in the
Preparation of Bilingual/Cross-Cultural Teachers," in Bilingual Education
Paper Series, Vol. 1, No. 12, Los Angeles: State University, Los
Angeles; National Dissemination and Assessment Center, July, 1978.

The paper shows changes that have taken place during the period from 1958 to 1978 in bilingual education. Training of bilingual/cross cultural personnel should show the difference of purpose between bilingual education and teaching of foreign languages and should reflect current thinking.

Current thinking includes: (1) variability in language; (2) the importance of societal phenomena in relation to linguistics; and (3) linguistics can no longer be independent of psycholinguistics and sociolinguistics. The research evidence is that children learn better by using language in meaningful contexts rather than by repetitious practice of patterns.

5. TEACHER CHARACTERISTICS AND COMPETENCIES

Teachers must know how to assess the true language abilities of children and must know the linguistic background of the children they teach. Knowledge of language usage should be reflected in every lesson and not isolated into only one part of the curriculum.

If the teacher is not from the community of the target group "knowing about" the sociolingusitics of the target group's community should be taught to him/her within a "general comparative framework" to avoid sterotyping and false generalizations.

Linguistics courses for teachers must also show how teacher attitudes (the affective point of view) can become self-fulfilling prophecies in the classroom. Research reported in this paper reinforces the view that knowledge of linguistics is not important in teacher training for bilingual education if it is not coupled with knowledge of the pupil's culture and langauge, and with an empathy for his/her community.

GB

Ramirez, Arnulfo G. "Language Dominance and Pedagogical Considerations." In Language Development in a Bilingual Setting. Pomona, Calif.: National Multilingual-Multicultural Materials Development Center, California State Polytechnic University, 1979. pp. 156-170.

The first part of this paper analyzes tests of language dominance and their advantages and drawbacks. The second part discusses pedagogical applications of the knowledge about a student's language dominance. Two questions that are still open to debate are: 1) Will a child learn to read more rapidly if initial reading instruction is in the mother tongue? 2) Are the rates of learning educationally-related skills the same in the vernacular and second language? The critera for language use in content areas are not clear:

1. utilitarian: based on available materials, the languages used in later grades;
2. context-independent;
3. context-sensitive: based on psychological or social factors;
4. code-alternation teaching strategies: avoids compartmentalization; children can also learn interactional norms of the community.

The adolescent bilinguals will be influenced by attitudinal-motivational factors. It might be useful to categorize school subjects into three categories: 1) domain-free (content-free); 2) domain-sensitive (context-sensitive); 3) career-oriented.

5. TEACHER CHARACTERISTICS AND COMPETENCIES

C-P

Massachusetts Advisory Council on Cape Verdean Issues, "Scituate Public Schools," Program Sketch.

The Massachusetts Advisory Council on Cape Verdean Issues produced a brief report on the trilingual program in Scituate public schools. The report describes a non-restrictive maintenance/transitional trilingual program wherein the teachers share a common cultural and linguistic background with the LEP student. Materials, instruction and student-teacher interaction are described as linguistically integrated with positive academic and psychological consequences for the children. More specifically, twenty LEP student-members coming from Cape Verde, Angola and Portugal, some Portuguese-dominant, but all "fluent" in Crioulo, belong to this high-school level program. Two Cape Verdean-born trilingual teachers (Crioulo, Portuguese, English), two English-monolingual aides, and one Cape Verdean-born trilingual Community Liason Person interact with the students.

Students are grouped according to ability and language proficiency. TBE laws and guidelines are followed. Crioulo is the language of instruction except in English language and Portuguese language classes where instruction given is in the language being learned. However, materials may be in Portuguese, e.g., the math class, where language dominance is heterogeneous. Students are free to use Crioulo, Portuguese or English at any time. This program aims to "effect positive integration into the regular curriculum within the three year period." The report indicates observable student enthusiasm, academic competition and participation in classroom discussion as positive effects of the program.

C-P

Clark, D. "Selected Portuguese T.B.E. Programs," from excerpts and conclusions of an unpublished thesis. Harvard University, Cambridge Mass. 1976.

The author presents a comparison between the legal guidelines of the TBE Act and existing TBE programs. The situation of the Cape Verdean students enrolled in TBE programs at the Condon Elementary School (at the time of the article) is cited as an example of serious discrepancy. Misuse of the census is indicated as the primary cause of the breakdown between law and reality.

5. TEACHER CHARACTERISTICS AND COMPETENCIES

GB

Spolsky, Bernard. "Problems in the Assessment of the Effect of Language Education Policies in a Multilingual Society." In Language Development in a Bilingual Setting. Pomona, Calif.: National Multilingual-Multicultural Materials Development Center, California State Polytechnic University, 1979. pp. 141-155.

Spolsky outlines a three-level model to assess the overall effect of a bilingual program: 1) The first level represents the community; 2) the second level, factors that are controlled by those administering the program; 3) the third level deals with the perceptions of those deemed responsible for the program. Overarching these three levels there are six major divisions:

1. linguistic factors
2. sociological factors
3. economic factors
4. political factors
5. psychological factors
6. religio-cultural factors.

The first division (linguistic factors) includes distinctions between standards and local varieties; the level of literacy in these; the effects of B.E., whether maintenance, shift, or revival. The second (sociological factors) encompasses the social status of the speakers of the languages; whether the school is an alien or integrated institution; how it will affect the social system by altering status.The third (economic factors) notes that if the school is seen as contributing to pluralism, the target group might fear continued discrimination; the school can function as an employer.

The fourth division (political factors) includes various levels of involvement from international to local ; the potential integrational effect of a national language versus the potential disintegrational effect of pluralism and possible changes in the power structure because of bilingual education.The fifth division (psychological factors) states when other variables are distinct, the evidence shows bilingualism is not a disadvantage to intelligence; BE can arise from or affect attitudes in a community, but it takes a long time for attitudes associated with status to change; evidence is uncertain as to how attitude changes affect learning.

The last category (religio-cultural factors) notes that political or economic factors are usually suspected at the root of most dissatisfaction with the teaching of culture; some argue teachers from outside the community deal inadequately with local culture; teaching about the culture is not the same as integrating minority and majority cultures; religious factors can inhibit minority language teaching if a group wishes to keep its religion secret or support it when the religion is associated with a scared text, etc. Educational factors are most important but hard data is meagre. The other factors discussed are usually stronger sources for support for BE programs.

5. TEACHER CHARACTERISTICS AND COMPETENCIES

At the time that this article was written, Crioulo-dominant Cape. Verdean children were labeled as Portuguese-speaking by the census and assigned to TBE programs accordingly. An overview of the classroom organization of two program classes in the sample school is given to illustrate the inadequacy. One classroom had over twenty Crioulo-dominant Cape Verdean students, a teacher with limited Crioulo-speaking abilities, and one Crioulo-fluent Cape Verdean-born aide. The second classroom with similar student membership had a teacher unfamiliar with Crioulo language, and one Crioulo-fluent Cape Verdean-born aide. In neither case was Crioulo the medium of instruction. This situation resulted from the census erroneously typing the children as Portuguese-speaking.

The author also argues in favor of cultural agreement between teacher and child, and on increase of funding to Cape Verdeans from "bilingual administrators." Frustration, loss of motivation, and an inability to learn are indicated by the author as the negative consequences of the language discrepant situation described.

GB/H

Seymann, Marilyn R. *The Bilingual Teacher Aide: Competencies and Training*, Austin, Texas: Dissemination and Assessment Center for Bilingual Education, 1979.

The USOE-funded project described in this book tries to identify essential knowledges, skills, and awarenesses needed by persons training to become bilingual teacher aides. Recommendations for appropriate curriculum development, inservice topics, and materials development are included along with the questionnaire instrument for local use. Important resource as it takes perspectives of different staffing pattern settings depending on monolingual or bilingual teacher, transition or maintenance program, etc.

GB

Smith, Byum Cannon, and Smith, Van Nguyen. *Evaluating Program Effectiveness: Measuring Input, Process, and Product Variables in New York City*, Federally Funded High School Bilingual Programs, 1978.

Seven of the twelve Title VII bilingual programs in the New York City high schools were evaluated, using their funding proposals and Board of Education Evaluation Reports, to discover the relationship between input, process, and product variables. It was determined that the reporting format made comparisons among programs or between programs and parent schools very difficult. Selected input (personnel cost, staff mix, and staff qualifications), process, and product (student attendance, examination scores, and language and achievement test results) variables are analyzed and the findings described. Specific recommendations for informing reporting procedures are offered.

5. TEACHER CHARACTERISTICS AND COMPETENCIES

GB

Subcommittee on Cape Verdean Issues and Cape Verdean Educators Collaborative. "Statement on the Use of Cape Verdean Crioulo Language in Bilingual Classrooms.

The Subcommittee on Cape Verdean Issues and the Cape Verdean Educators Collaborative presents a statement strongly advocating the use of Crioulo as the medium of instruction for non-Portuguese-speaking Cape Verdean children, in compliance with the TBE act. The tone of the statement is that of an argument based on intuitive logic and observation with a purpose of instigating change; it is not an academic piece. Possible negative consequences of the then-existing program on the children involved is a major concern. More specifically, the erroneous labeling of Criuoulo-dominant LEP students as Portuguese-speaking is attributed to a carry-over of colonialist oppression and the mistaken idea that Crioulo is a Portuguese dialect. It is pointed out that most Cape Verdean students speak Crioulo in the home and have little, if any, understanding of Portuguese. However, as they are labeled as Portuguese-speaking and assigned to TBE programs accordingly, the TBE laws are being violated. Inability to learn, emotional frustration, and the degrading of the child's culture result from a refusal to recognize his language as legitimate.

The major goal of TBE--transition to English-speaking, is undermined by the necessity of first learning Portuguese, the language of instruction. The situation is counterproductive.

The authors conclude by recommending a program of study wherein Crioulo is the medium of instruction as the child is taught English. Emphasis would be placed on oral teaching because of the unavailability of Crioulo language materials. The incorporation of Cape Verdean culture into the curriculum is suggested. The statement, therefore, advocates a truly maintenance/transitional program in complete compliance with the TBE Act.

GB

Texas Education Agency, Bilingual Education Division. Bilingual Certification Provisions, n.d., (Pamphlet).

Institutional requirements for the college or university preparing bilingual teachers are identified. Two broad categories--staff and setting--include sub-categories delineating the specifications or guidelines under each one. The certification requirements are described and include: (1) a foundation component (rationale for and orientation to the statewide program of bilingual education); (2) a linguistics component; (3) a methodology component; (4) psychololgical component; (5) cultural component; and (6) language component.

5. TEACHER CHARACTERISTICS AND COMPETENCIES

Program requirements for bilingual certification which represent alternatives for being certified or for completing endorsements in bilingual education are described. Areas of Certificate Program Requirements, Professional Education, Institutional Requirements, Requirements for Certificate Based on Prior Service, and Emergency Teaching Permit Requirements are also described.

GB/H

Texas Education Agency and the Department of Instruction of the Laredo Independent School District. Competency/Performance-based Teacher Training Modules for Project B.E.S.T. (Bilingual Education Staff Training), Laredo, Texas: Laredo Independent School District, 1977.

Fifteen bound booklets in modular form are part of the Project's teacher education materials. The goals of the project are to improve instructor competencies in teaching reading to students of Limited-English-Speaking Ability (LESA); to improve and develop inter-personal communications skills; to develop competency in management skills; and to improve the self-image of LESA students.

GB

Troike, Rudolph. Research Evidence for the Effectiveness of Bilingual Education, Rosslyn Virginia: National Clearinghouse for Bilingual Education, 1978.

Evidence from 12 programs attesting to the effectiveness of bilingual education is cited. "The conclusion is reached that a quality bilingual education program can be effective in meeting the goals of equal educational oportunity for minority language children, and that if the program is not doing so, something is wrong with the program (though the basis of the program may be external to the instructional program itself)." An ideal Competency-Based Teacher Education (CBTE) program for teaching in a culturally diverse society is described, and seven basic characteristics of (CBTE) are discussed. The author suggests that the goal of CBTE should be to provide the kind of trainees for differentiated staff positions who are supportive of the innovative changes needed for effective educational development.

5. TEACHER CHARACTERISTICS AND COMPETENCIES

H

Valadez-Love, Concecao Morreal. The Acquisition of English Syntax by Spanish-English Bilingual Children, Ph.D. Dissertation, Stanford University, 1976.

The main purposes of this dissertation were: (1) to identify developmental trends in the acquisition of specific syntactic rules in the spoken English of Spanish-speaking Chicano children who are in the process of becoming bilingual in a school setting, and (2) to assess the comparative development of the same syntactic constructions in the oral speech of monolingual English speakers. The findings indicate that children learning a second language are acquiring the syntactic rules even as they are making errors in that language and that teachers can profit by knowing what the patterns of errors might be. Monolingual speakers of English and speakers of English as a second language may acquire grammatical patterns in different orders.

I

York, Kenneth, et al. Research and Evaluation Design for the Choctaw Bilingual Education Program, 1975-1976, 1976.

Describes the Mississippi Choctaw Bilingual Education Program, including philosophy, goals, objectives, and proposed evaluation plan. Major components included are: (1) instruction, (2) curriculum and materials development, (3) management, (4) staff development, and (5) parent-community involvement. Areas of research and evaluation are identified. The research/evaluation design is described in great detail.

GB

Zamora, Gloria. "Staff Development for Bilingual/Bicultural Programs--A Philosophical Base," in Bilingual Schooling in the U.S.--A Sourcebook for Education Personnel, Francesco Cordasco, ed., New York: McGraw Hill, 1976, pp. 243-45.

A presentation of the argument that a child's socio-economic background, culture, language and societal perceptions, as well as the societal perceptions of those around the child, must be examined in staff development programs.

6. TEACHING METHODOLOGY

6.1 TEACHING TECHNIQUES

L1 Teaching Techniques
L2 Teaching Techniques
Content Teaching Techniques
Use of Games
Use of Dialogues
Use of Drills
Use of Question/Answer
Use of Concept Learning Tasks

GB

Bianchino, Francis Stephen. Televised and Recognized Administrations of Objective Testing on a Disadvantaged Bilingual Primary School Student Population, Ph.D. Dissertation, United State International University, 1975.

The comparative effectiveness of televised objective testing and conventional administration on a bilingual disadvantaged primary school student population are ascertained. The data indicate that language was a significant factor in test results. The mode of presentation was found to be a significant factor in that televised administration resulted in higher scores than did teacher-administered tests of the three instruments. The sex variable was significant on the Peabody Picture Vocabulary Test alone, where boys had higher scores. The grade variable was a significant factor since fourth graders scored in the expected superior direction on all three scores.

I

Dumont, Robert V. Jr. "Learning English and How to be Silent: Studies of Sioux and Cherokee Classrooms," in Functions of Language in the Classroom, Courtney B. Cazden, Vera P. John, and Dell Hymes, eds., New York: Teachers College Press, 1972.

The article compares and contrasts a singularly ineffective teacher of Indians with a singularly effective one. The article concerns the way (silence) in which Indian children gained control over insensitive white teachers and thus protected themselves from pedagogical excesses.

6.1 TEACHING TECHNIQUES

I

ERIC Clearinghouse on Early Childhood Education. American Indian Education: An Abstract Bibliography, Urbana, Illinois, 1975.

Seventy-three entries on surveys of the special needs of American Indians, descriptions of federally-sponsored projects on American Indian education, evaluations of American Indian schools, studies of American Indian cultural traits, research on instructional approaches and techniques, and curriculum materials for and about American Indians.

H

Frankfort, Nancy. The English as a Second Language Component of Selected Bilingual Programs in a New York City Community School District: A Descriptive Study, Ed. D. Dissertation, New York University, 1975.

Describes the teaching of English as a second langage in the bilingual programs of five selected elementary schools in New York City. These English/Spanish programs were among the first to be implemented in New York City under the provisions of the Bilingual Education Act and they had been in operation for four years. Recommendations are made for modifications of the English as Second Language component of the bilingual programs, in the areas of curriculum and materials, methodology, education, and teacher training. Additional recommendations are made for guidelines to be used in the establishment of such programs and proposed areas of needed research in ESL and bilingual education.

Describes the teaching of English as a second language as it functioned within the bilingual programs of five selected elementary schools in New York City. These programs were among the first to be implemented in New York City. Findings describe teachers' competencies in English and Spanish; licensing and training in teaching ESL; techniques, materials, and procedures for the audio-lingual method; assessment of students' language difficulty and evaluation of progress; and treatment of children with special difficulties.

6.1 TEACHING TECHNIQUES

I

Gomez, Gloria Irma. Questioning Behaviors of First-Grade Bilingual Teachers During Reading Instruction: English Versus Spanish, Ph.D. Dissertation, The University of Texas at Austin, 1976.

The major purposes of this study are: (1) to compare the low- and high-cognitive levels of questions that first-grade bilingual teachers pose during English and Spanish reading instruction; (2) to determine whether there is a significant relationship between the amount of teaching experience and the levels of questions asked by bilingual teachers. No significant differences are found between the numbers of English and Spanish low-cognitive (memory level) or the numbers of high-cognitive (abstract level) questions asked during reading instruction. No significant correlations are found when years of teaching experience (in both English and Spanish) are compared with the questioning behaviors of teachers. Relatively consistent patterns are observed among teachers in both languages.

A

Jolson, Pak-leung Ng. The Effects of Bilingual Science Instruction on the Vocabulary Comprehension Achievement, and Conceptualization of Elementary School Chinese Children Whose Second Language is English, Ed.D. Dissertation, University of California, Los Angeles, 1970.

The effects of bilingual instruction as revealed in several aspects of science learning are investigated. The study measures the differences in vocabulary, comprehension, achievement and conceptualization between two groups of Chinese children who were taught monolingually (using English) and bilingually (using both English and Cantonese, a Chinese dialect). On the basis of statistical evidence it was found that children taught bilingually surpassed children taught monolingually only in vocabulary at the 0.05 confidence level and in conceptualization at the 0.001 confidence level. Recommendations are made to teach vocabulary and concepts bilingually and comprehension monolingually.

6.1 TEACHING TECHNIQUES

I

Larson, Anna Marine Gustafson. Instruction by Tutoring of Third Grade, Bilingual, Inner-City Children in Meaning Vocabulary, Ph.D. Dissertation, University of Illinois at Urbana-Champaign, 1975.

The purpose of this study is to explore the relative value of individual tutoring, small group tutoring, and presenting words in isolation or in contextual phrases with metropolitan, inner-city, third grade Mexican-American subjects. The findings show no significant differences between individually and group tutored subjects and words presented in contextual phrases are not learned better than those presented in isolation. However, the results indicate that verbal intelligence of Mexican-American subjects in this study is related to reading achievement and that absenteeism affects school reading achievement. Personal attention and the oportunity to converse about words with a young adult apparently results in improved self-concept and better attitudes toward reading.

H

McClinton, Johnnie W. Effectiveness of a Bilingual Vocational-Technical Developmental Program, Ph.D. Dissertation, University of Missouri, Columbia, 1972.

The study evaluated the effectiveness the Bilingual Vocational-Technical Developmental Program at Texas State Technical Institute-Harlingea Campus, through achievement testing in both English and idiomatic Spanish languages. The bilingual approach is found to be effective and should used. Except for special cases, achievement testing should use standardized English version tests, since the Mexican-American student can express his competencies at least as well through written English as through written Spanish. The advantage of the bilingual approach to instruction is in oral communication rather than through written expression for these students.

6.1 TEACHING TECHNIQUES

GB

Moody, Charles D. Bilingual/Bicultural Education: Conference Papers, Program for Educational Opportunity, University of Michigan, Ann Arbor, Michigan.

The papers include five sections addressing issues of philosophy, law, language and linguistics, culture, and techniques and teaching strategies of bilingual/bicultural education.

A. Castaneda, P.L. Howard and M. Ranmirez: "A New Philosophy of Education"
E.H. Sterinman: "Lau v. Nichols: Implications for Bilingual/Bicultural Education"
R.C. Troike: "Language and Linguistics on Bilingual Education"
L.B. Kiddle: "Spanish Usage in the U.S."
D.A. Thomas: "Spanish Speakers' Linguistic Interference on their English"
S. Betances: "Arguments in Support of Bilingual/Bicultural Education"
G.H. Sesi: "The Cultural Social and Educational Backgrounds of the Chaldean and Arabic Students in Michigan Schools"
R. Martinez: "The Community: A Neglected Resource for Bilingual Program Effectiveness"
W. Katra and W. Cline: "Appropriate Models for Bilingual/Bicultural Instruction in Michigan"
T.C. Yuam: "The Implementation of the Bilingual Program for the Vietnamese Children at Palmer Elementary School, Grand Rapids
J. Thomas: "Strategies for the Implementation of Bilingual Programs"

GB/H

Patterson, Marti Kay. A Descriptive Analysis of Methods and Materials for Teaching Bilingual Spanish-Speaking Students in the Bilingual Program in Texas Public Schools, Ed.D. Dissertation, Baylor University, 1976.

The purposes of this study were (1): to determine who holds primary teaching responsibility for bilingual biculturalism in the public schools, (2) what methods and materials are being used in these programs to teach bilingual students, and (3) to obtain and interpret teacher opinions of the major curricular problems faced in investigating a bilingual program. It is found that: (1) the majority of the teachers in bilingual classrooms in Texas are bilingual, most are certified in bilingual culturalism or hold temporary certification while working toward professional certification, (2) the use of paraprofessionals in the bilingual classroom is a widespread policy, (3) teachers of bilingual education across Texas are planning for bilingual instruction through the use of pre-determined student objectives in all fourteen areas recommended by the Texas Education Agency (TEA), (4) fourteen areas of instruction are being taught in both English and Spanish by a majority of the districts for an approved length of time per week meeting the guidelines established by the Texas Education Agency, (5) the methods used center primarily around small groups or on individualized instruction and include a great variety of activities, (6) instructional materials are mostly teacher-made, and (7) there is weak compliance with the TEA guidelines with respect to student grouping and parent advisory committee involvement.

GB

Politzer, Robert L. "Some Reflections on the Role of Linguistics in the Preparation of Bilingual/Cross-Cultural Teachers,"in Bilingual Education Paper Series, Vol. 1, No. 12, Los Angeles: State University, Los Angeles; National Dissemination and Assessment Center, July, 1978.

The paper shows changes that have taken place during the period from 1958 to 1978 in bilingual educaiton. Training of bilingual/cross cultural personnel should show the difference of purpose between bilingual education and teaching of foreign languages and should reflect current thinking.

Current thinking includes: (1) variability in language; (2) the importance of societal phenomena in relation to linguistics; and (3) linguistics can no longer be independent of psycholinguistics and sociolinguistics. The research evidence is that children learn better by using language in meaningful contexts rather than by repetitious practice of patterns.

Teachers must know how to assess the true language abilities of children and must know the linguistic background of the children they teach. Knowledge of language usage should be reflected in every lesson and not isolated into only one part of the curriculum.

If the teacher is not from the community of the target group "knowing about" the sociolingusitics of the target group's community should be taught to him/her within a "general comparative framework" to avoid sterotyping and false generalizations.

Linguistics courses for teachers must also show how teacher attitudes (the affective point of view) can become self-fulfilling prophecies in the classroom. Research reported in this paper reinforces the view that knowledge of linguistics is not important in teacher training for bilingual education if it is not coupled with knowledge of the pupil's culture and langauge, and with an empathy for his/her community.

6.1 TEACHING TECHNIQUES

GB

Regional Education Agencies Project on International Education. A Resource Manual for Implementing Bilingual Education Programs, (Section 505, Title V Elementary and Secondary Education Act P.L. 89-10). n.d.

Present methods and techniques for second language teaching. These points or methods receive emphasis: (1) listening and speaking; (2) presentation of a language pattern; (3) dialogues; (4) pronunciation drills; (5) pattern drills; (6) dialogue adaptation; (7) questions and answers; and (8) directed dialogue. Techniques for teaching reading and writing, the content areas, and the inclusion of art activities are discussed in some detail.

6. TEACHING METHODOLOGY

6.2 STUDENT EVALUATION

Use of Testing
L1, L2
Academic Performance
Cognitive Ability

H

Alvarez, Juan M. Comparison of Academic Aspirations and Achievement in Bilingual Versus Monolingual Classroom, Ph.D. Dissertation, The University of Texas at Austin, 1975.

The primary purpose of this study was to determine if there was a differential effect on the academic achievement of 147 second-grade Mexican-American students due to participation in bilingual and monolingual programs in two Austin public schools. It was concluded that there was no differential effect on academic achievement or academic attitudes and aspirations of the students in each program. It was also concluded that using Spanish and English as mediums of instruction did not cause academic retardation or a low level of academic aspirations. Although bilingual classes devoted less time to subject matter than monolingual, there was no significant difference in test scores.

F

Barik, H.G. and M. Swain. "A Longitudinal Study of Bilingual and Cognitive Development," International Journal of Psychology, 1976, Vol. 11, No. 4, pp. 251-263.

This paper presents the findings of a longitudinal study of IQ data collected over a 5 year period (Grades K-4) on pupils enrolled in a French immersion program (anglophone pupils receiving all instruction in French except English language arts) and pupils in a regular English program. Repeated measures analysis indicates that the immersion group has a higher IQ measure over the 5-year period. However, the two groups do not score differently in grades 1-3.

6.2 STUDENT EVALUATION

H

Bates, Evid May Bushwell. The Effects of One Experimental Bilingual Program on Verbal Ability and Vocabulary of First Grade Pupils, Ed.D. Dissertation, Texas Tech University, 1970.

This study compares the mean gain in English verbal ability of first grade Mexican-American and Anglo-American pupils enrolled in a selected bilingual program with pupils not enrolled in the program. A secondary purpose was to ascertain if there was a significant difference in the mean gain of Spanish and English vocabulary among the Spanish-speaking and non-Spanish-speaking first grade pupils receiving bilingual instruction.

There was no significant difference in the mean gain of the total experimental group. These findings seem to suggest that neither the Mexican-American nor Anglo-American pupil has been penalized in English verbal ability by being enrolled in a bilingual program of instruction. The results further suggest that the pupils enrolled in the bilingual program have had the added advantage of language development in Spanish.

H

Bernal, Ernest M., Jr. Concept Learning Among Anglo, Black and Mexican-American Children Using Facilitation Strategies and Bilingual Techniques, Ph.D. Dissertation, The University of Texas at Austin, 1971.

Concept learning among Blacks, Anglos, English monolingual Mexican-Americans, and Spanish-English bilingual Mexican-Americans was studied under two different conditions: 1) according to standard, printed directions, and 2) under facilitation which included practice on similar test items with feedback. The conclusions are: (1) concept learning tasks normally favor Anglo students because of a differential experience readiness among ethnic groups to take these tests; (2) environmental influences can serve to equate groups; and (3) the heredity vs. environment explanations of ethnic differences in concept learning under standard conditions are in one sense irrelevant, for the problem may be said to pivot on the familiarity-unfamiliarity of test content for diverse groups and on pretesting preparations or directions given to students.

6.2 STUDENT EVALUATION

H

Berney, Tomi Deutsch. The Effects of Language Choice on the Task Success of Bilingual Children, Ph.D. Dissertation, Yeshiva University, 1972.

An attempt to determine the effects of usual language of instruction and grade level on the performance of bilingual children on a specific learning task. The highest scores were achieved by students taught in the usual language of instruction, and the poorest scores came from students taught in Spanish. The study failed to confirm the hypothesis that instruction of Spanish dominant children in English will decrease their control over their native language.

GB

Bianchino, Francis Stephen. Televised and Recognized Administrations of Objective Testing on a Disadvantaged Bilingual Primary School Student Population, Ph.D. Dissertation, United State International University, 1975.

The comparative effectiveness of televised objective testing and conventional administration on a bilingual disadvantaged primary school student population are ascertained. The data indicate that language was a significant factor in test results. The mode of presentation was found to be a significant factor in that televised administration resulted in higher scores than did teacher-administered tests of the three instruments. The sex variable was significant on the Peabody Picture Vocabulary Test alone, where boys had higher scores. The grade variable was a significant factor since fourth graders scored in the expected superior direction on all three scores.

H

Blanco, George, et al. Bilingual Education: Current Perspectives - Volume 4, November 1977.

The Office of the Commonwealth of Puerto Rico and the Center for Applied Linguistics cooperated in a state-of-art study of the field of bilingual education. The study covers four general areas concerned with bilingual education, social science, languages and linguistics, and law and education. This is the fourth in a series of four volumes that present the major papers and viewpoints on education including: The Education Perspective," by George Blanco, and the following viewpoints: Budgeting for

6.2 STUDENT EVALUATION

Bilingual Education; by Jose A. Cardenas, "Psycholinguistic Evidence" by James Cummios, "Analyzing Bilingual Education Costs," by Joseph D. Garac, "Cross-Cultural Research" by William Hall, "Meeting the Needs" by Byron W. Hansford, "The Importance of Testing," by Protase Woodford.

GB

Bohem, A.E. "Criterion - Referenced Assessment for the Teacher," Teachers College Record, 1973, Vol. 75, 117-126.

[reevaluation of the intended purposes of tests]
Presents a number of key features characterizing normreferenced and criterion-referenced tests. After establishing the difference, the author prescribes a series of steps that must be followed to construct criterion referenced tests. Discusses the reevaluations...[ ] that the 70's have brought about.

H

Bolger, P.A. The Effect of Teacher Spanish Language Fluency upon Student Achievement in a Bilingual Science Program, Ph.D. Dissertation, St. John's University, 1976.

This dissertation investigates the effects of two different types of bilingual science instructors upon student science achievement in a bilingual science program. It also considers the influence of student bilingual dominance upon science criterion scores used to determine program success and to compare teacher effectiveness.

Findings revealed that bilingual science education for seventh grade, junior high school students of Hispanic background resulted in student science achievement significantly different from that of comparable students in the conventional program. It also was found that superior program results were obtained by fluent Spanish-speaking science teachers. However, even though the students were comparable in terms of science competence, they were not comparable in terms of bilingual dominance. Later analysis revealed that control of student bilingual dominance can affect results.

6.2 STUDENT EVALUATION

GB

Brookover, Wilbur. School Can Make a Difference, College of Urban Development, Michigan State University, East Lansing, Mich.

Report of a major study on the relation of social systems to educational outcomes in elementary schools in Michigan. Differences in achievement between schools are explained on the basis of school social climate and social structure variables. Differences in mean self-concept of academic ability and mean student self-reliance were found to be better explained through school social deviate variables than through student body composition variables. Author concludes that the social climate structure and student role definitions which characterize a school social system will affect the cognitive and other social behavior required in that social system.

OLC/I

Brooks, Ian Royston. A Cross-Cultural Study of Concept Learning, September, 1975.

A comparative analysis of cognitive skills used by 8 year old Euro-Americans and Stoney Indians from the same geographic region. Some of the variables included: field independence, ability to perceive and compare attributes, level of abstraction, memory, and general intelligence.
For the Euro-Americans field independence correlates with the ability to perceive attributes. Both were related to the ability to verbalize concepts for the Stoney Indians memory played a greater role in problem solving.

GB

Brown, Mark E. and Perry Birkel. "Emerging Instrumentation for Assessing Language Dominance," Occasional Papers on Linguistics, No. 1, 1977.

This paper offers first a classification system of dominance instruments according to testing specificity and strategy and secondly a criteria by which such instruments can be evaluated and selected.

6.2 STUDENT EVALUATION

H

Cardenas, J. The AIR Evaluation of the Impact of ESEA Title VII Spanish/English Bilingual Education Programs: An IDRA Response with a Summary, Intercultural Development Research Association, San Antonio, Texas, June 1977.

This analysis reveals critical weaknesses surrounding the theoretical basis for the AIR (American Institutes for Research) evaluation design. It poses questions concerning the evaluation methodology, identifying major discrepancies in the identification of the target population, the selection of control groups, the test instruments used, the amount of time between pre- and post-testing, the lack of consistency in programs being studied, the adequacy of instructional staff, and the source of funds being used. It is the opinion of IDRA that inadequacies in methodology, sampling, instrumentation, controls and implementation make the AIR findings highly questionable. Since it is obvious that there are problems and discrepancies in the implementation of bilingual programs, it is recommended that the U.S. Office of Education channel federal resources towards further analysis of this problem.

GB

Carleton, Richard Austin Michael. Differential Educational Achievement in a Bilingual Community, Ph.D. Dissertation, University of Toronto, 1967.

An intensive study of a northern industrial community and the impact of community structure upon the functioning of the schools. Selected cohorts of secondary school entrants provide evidence of differential educational achievement, while tests of divergent academic and linguistic preparation in the bilingual schools affirm the existence of systematic transitional barriers to the advancement of bilingual pupils.

H

Carringer, Dennis C. "Creative Thinking Abilities of Mexican Youth," Selected Articles on Bilingual Education, compiled by Peggy C. Duvall, Multicultural Program/School of Education, University of San Francisco.

To examine the relationship of bilingualism to the creative thinking abilities of Mexican youth, 4 subtests from the Torrance Tests of Creative Thinking were administered to Spanish/English coordinate bilingual and Spanish monolingual subjects from two private high schools in Toeeron,

6.2 STUDENT EVALUATION

Coahila, Mexico. A multivariate analysis indicated that the main effect of language group was significant in favor of bilinguals. Univariate analysis indicated that the dependent measures of verbal flexibility verbal originality figural originality and figural fluency was significant in favor of bilinguals.

H

Carrow, Sister Mary Arthur. A Comparative Study of the Linguistic Functioning of Bilingual Spanish-American Children and Monolingual Anglo-American Children at the Third Grade Level, Ph.D. Dissertation, Northwestern University.

A study of the linguistic functioning of two groups of third-grade children who differed in the number of languages spoken, but who were similar in regard to age, socio-economic background, and intelligence. The conclusion was drawn that the bilingual children were handicapped in some aspects of language, particularly those related to vocabulary and articulation. Results suggest that language difficulties of the bilingual children in this study are related to a paucity of linguistic and experiential stimuli for vocabulary development and the presence of confused and incorrect language and speech patterns in the home.

F

Cemrel, Inc. "Project Description Booklet Analysis and Selection Kit PIP--To Know Savoir--." Prepared under U.S. Office of Education Contract 300-75-0358.

Project Savoir, for French-dominant students, is one of four bilingual projects selected as unusually successful for developing skills, abilities and self-concepts in students whose dominant language is not English. This booklet provides a very thorough description of school and classroom level organization, management, cost-estimating, inservice and staff development, use of classroom time, content areas including both basic skills and cultural/historical lessons, necessary teacher qualifications and language proficiency. The plan is for a two- to five-year maintenance/transitional program, teaching techniques and testing are largely left up to the teacher, and take the form of teacher-generated objectives for students to accomplish as tasks. Students are evaluated and their work is kept on file. The tasks [illegible]e teacher-designed and organized considering achievement-level student gr[illegible]ngs. Facilities, implementation and phasing-in time are all outlined [illegible]is booklet. Parental involvement in the form of volunteer programs, advisory committees, and assistance in classroom activities is strongly advocated. Concern with cultural and language maintenance and the student's self-concept is evident. The booklet is an extremely detailed and technical bilingual education program proposal.

6.2 STUDENT EVALUATION

H

Chapa, Ricardo, Romeo. English Reading and the Mexican-American Child in a Second Grade Bilingual Program, Ph.D. Dissertation, Michigan State University, 1975.

An investigation of English reading achievement of Mexican-American children in a bilingual program (kindergarten through second grade). Self-concept of children was also investigated. The conclusion was that Mexican-American children in the bilingual program are not hindered in English reading achievement over the three-year period analyzed. It was also concluded that children in the bilingual program attained successful proficiency in Spanish reading, while maintaining success in English reading, and that the transitional bilingual program provided its participating pupils with proficiency in reading in two languages, while not hindering their English reading. No difference in self-concept was found in the two groups.

GB

Charg, Winona Lee. A Comparison of Certain Structures Written in English by Monolingual and Bilingual Sixth Graders, Ed. Dissertation, Boston University School of Education, 1971.

The purpose of this study was to determine whether bilingual twelve-year-olds of average and above-average intelligence write English as well as their monolingual classmates. The results of the investigation supported the hypothesis that monolingual and bilingual children differ in their written English. Despite significant differences between the two language groups, the bilinguals in the study did demonstrate the ability to write English.

H

Cohen, A.D. "Innovative Education for La Raza: A Sociolinguistic Assessment of a Bilingual Education Program in California." Ph.D. dissertation, Stanford University, 1973.

The study examines a series of research issues related to bilingual education and the effect on the language attitudes of parents whose children are in a bilingual study. Analysis indicates that Mexican-American youngsters are becoming literate in both Spanish and English, use Spanish without shame, more frequently than the comparison group, perform in academic subjects as well as or better than the comparison group, and are content about being Mexican-American and about their school experiences. The successful experiences of the children have had a positive effect upon their parents.

6.2 STUDENT EVALUATION

H

Cohen, Andrew. A Sociolinguistic Approach to Bilingual Education. Rowley, Mass: Newbury House Publishers, Inc., 1975.

Identifies three methodological approaches in the evaluation of the Redwood City Bilingual Education Prtoject: 1) field experiment - comparing treatment group to a comparison group, 2) sociological survey - children in both groups were interviewed, and 3) ethnographic research - the writer immersed himself in the community. Finding: the Mexican American's "performance in the academic subjects was as good or better than that of camparison youngsters in an English-only program, and they felt better about being Mexican-American and about their school experience."

GB

Cohen, Rosalie A. "Conceptual Styles, Culture Conflict, and Nonverbal Tests of Intelligence," in Cultural Relevance and Educational Issues, F. Ianni and Edward Storey, eds., Boston: Little, Brown and Co., 1973.

Deals with cross-cultural differences in general, and school performance in cross-cultural context in particular, focusing primarily on the incompatibility of two major conceptual styles, the "analytic" (typical of the mainstream in the U.S.A) and the "relational," showing how these styles are associated, respectively, with "formal" and "shared-function" primary group socialization settings. Recent "culture free" nonverbal tests of intelligence are discussed. It is argued that by stressing the analytic conceptual style, these tests may discriminate more against certain classes of students.

GB

Cordasco, Francesco, ed., The Bilingual/Bicultural Child and the Question of Intelligence.

Thirty-five articles dealing with the testing of bilinguals, the effects of bilingualism on intelligence, culture fair testing and other information relevant to achievement measurement of bilingual children.

6.2 STUDENT EVALUATION

H

Cornejo, Ricardo J. "A Criterion-Referenced Assessment System for Bilingual Reading," California Journal of Educational Research, No. 5, pp. 294-301.

Describes Sober-Espanol, a system for objectives-based evaluation in reading, appropriate for children participating in bilingual programs. The program is a major component of the Program for Research on Objectives-Based Evaluation (PROBE).

H

Covey, D.D. An Analytical Study of Secondary Freshman Bilingual Education and its Effect on Academic Achievement and Attitude of Mexican-American Students, Ed.D. Dissertation, Arizona State University, 1973.

A study to determine whether: 1) the achievement in English, Reading and Mathematics of 9th grade Mexican-Americans enrolled in a bilingual program was significantly different from that of Mexican-American students enrolled in a regular program; 2) the attitude toward self, school, peers and teachers of 9th grade Mexican-Americans enrolled in a bilingual program was significantly different from that of Mexican-American students enrolled in a regular program.

With the exception of mathematics, findings show that there are statistically significant differences between the groups in the academic discipline of English and the area of reading. The Mexican-Americans in the bilingual program achieve significantly higher in English and reading. They also show a more favorable attitude toward self, school, peers, and teachers than the group in the regular educational program.

GB

Cummins, James. The Cognitive Development of Bilingual Children: A Review of Recent Research, 1977.

Studies conducted with middle-class balanced bilinguals in "additive" environments, where both languages are prestigious, have generally reported that bilinguals showed a higher level of cognitive performance than monolinguals. In these studies, bilinguals showed higher level of intelligence.

The review contrasts the positive experience with bilingualism of bilingual children in "additive" environments with the difficulties experienced by bilingual children in "subtractive" environments. The author suggests that "there may be threshold levels of linguistic conference which bilingual children must attain in order both to avoid cognitive deficits and to allow the potential beneficial aspects of becoming bilingual to influence cognitive growth.

6.2 STUDENT EVALUATION

I

Dalvin, Durvey, R. An Evaluation of Bilingual Education with a Cross Cultural Emphasis Designed for Navajo and Non-Navajo Students in San Juan County, Utah, 1969-71, Ed.D. Dissertation, Brigham Young University, 1971.

The purpose of this study was to determine if there were significant differences in academic achievement and oral English development between pupils enrolled in the bilingual educational program in San Juan School District and pupils enrolled in a conventional program in the control schools in the same school district during the 1969-1971 school year.

Findings revealed that kindergarten and first grade Indian and non-Indian pupils enrolled in the bilingual program made gains which were equal to or significantly greater in academic achievement than gains made by pupils enrolled in the control schools. Differences in academic achievement, however, during grade two favored the control group. Minor differences in oral English development generally favored the experimental group.

H

Danoff, Malcolm V. Evaluation of the Impact of ESEA Title VII Spanish/English Bilingual Education Program: Overview of Study and Findings, American Institutes for Research on the Behavioral Sciences, Palo Alto, California, March, 1978.

Fourth and final report on study of the impact of bilingual education provides an overview of the design of the study and a summary of the findings. The goals of the original study were: 1) to determine the cognitive and the affective impact of B/E on students in Spanish/English bilingual education projects funded by Title VII, 2) to describe the educational processes operating in these projects, 3) to identify those educational practices which result in greater gains in student achievement, 4) to determine per student costs associated with each project.

6.2 STUDENT EVALUATION

GB

De Avila, E.A. and B. Havassy. "The Testing of Minority Children, a Neo-Piagetian Approach," Today's Education, 1974, Vol. 63, No. 4, p. 72.

Presents a neo-Piagetian model of listening designed by De Avila and Havassy, which they deem more reliable than standardized testing, because it allows for differences in language and ethnicity. The inaccuracy of standardized testing in measuring the skills of minority children is due to: 1) heavy reliance and socialization practices of the minority culture; 2) productivity or level of appropriation; and 3) experience in specific learning, i.e., vocabulary skills. The authors also draw from Program Assessment Pupil Instruction (PAPI), a computerized system designed for administrative or searching needs.

H

Del Buono, X.A. The Relationship of Bilingual/Bicultural Instruction to the Achievement and Self-Concept of Seventh Grade Mexican-American Students, Ph.D. Dissertation, Michigan State University, 1971.

Study probes the relationship of a bilingual/bicultural school program and the achievement and academic self-concept of Mexican-American seventh grade students. Although it cannot be stated that the cause for the differences found was the direct effect of the treatment, it can be concluded that Mexican-American seventh grade students in the bilingual/bicultural program did significantly better in school achievement and had a more positive self-concept of their ability than did Mexican-American seventh grade students in the traditional program.

6.2 STUDENT EVALUATION

H

de Weffer, Rafaela del Carmen Elizondo. Effects of First Language, Instruction in Academic and Psychological Development of Bilingual Children, Ph.D. Dissertation, Illinois Institute of Technology, 1972.

The impact of bilingual education on the academic performance of first graders of Spanish-speaking background is assessed, and empathy in teachers and teacher aides as a dimension in the bilingual program is explored. The results underline the positive impact of bilingual education in Spanish-speaking children. The children in the bilingual program achieved in English language and English mathematics at the same rate as children in the comparison group. The results highlighted the significantly higher achievement that children had in Spanish mathematics and Spanish language while the bilingual counterparts in the comparison group lost fluency in Spanish.

GB

Dissemination and Assessment Center for Bilingual Education. Teacher Training Bibliography: An Annotated Listing of Materials for Bilingual Bicultural Teacher Education. Austin, Texas: DACBE, 1976.

Annotated listing of materials of potential use in training teachers and administrators for service in bilingual bicultural education programs. Materials were recommended by educators at institutions of higher learning, state education agencies, the Texas Information Service at the Education Service Center, Region XIII, Austin, and the DACBE staff. Entries are arranged topically under: Bilingual Education, Teacher Training, Cultural Awareness, The Student, Language Acquisition and Second Language Learning, Methods and Materials, Evaluation, and Indexes. Lists sources that focus on theories of BE, defintions of bilingualism, biculturalism, models, program descriptions, how to teach different cultures, bilingual students and language learning, evaluation of students, teachers and programs, etc. Good point of departure for more intensive/extensive study.

6.2 STUDENT EVALUATION

H

Edelman, M. "The Contextualization of School Children's Bilingualism," Modern Language Journal, 1969, Vol. 53, pp. 179-182.

The degree of contextualization of language use was measured in 34 bilingual Puerto Rican students. They report that they use Spanish more frequently when talking to their peers, their families and in their neighborhoods than they do in school and in church. The relative proficiency scores were in general agreement with these usage scores--the greatest differences between English and Spanish proficiency scores being observed for the domain of education and the smallest for the domain of family.

GB

Escobedo, Theresa Herrera. Culturally Responsive Early Childhood, Los Angeles, Ca.: Cal Education State University, 1978.

The author maintains that culturally responsive programs incorporate the child's native language and cultural knowledge as part of the curriculum. Available data on six early childhood bilingual education programs reveals varying degrees of cultural responsiveness. It is concluded that further research is required to determine the effectiveness of different approaches and the extent to which culturally-bound cognitive styles exist in non-English-speaking children.

GB/OLC

Evers, Karl-Heinz Willie. The Effects of Bilingualism on the Recall of Words Presented Aurally, University of Minnesota, 1979.

The purpose of this study was to determine whether words repeated aurally in English and German are as well retained as words repeated in a single language, and how translation is involved in cognitive processes of bilingual subjects. Results indicate that in an unconnected discourse, a bilingual person stores items in terms of their semantic and not their morphemic or phonetic properties.

6.2 STUDENT EVALUATION

GB

Fantini, A.E. Language Acquisition of a Bilingual Child: A Sociolinguistic Perspective (To Age Five), Ph.D. Dissertation, University of Texas at Austin, 1974.

This is a sociolinguistic analysis of language acquisition based on longitudinal observation of one bilingual child. Analysis of the data suggests that the child begins differentiation almost immediately upon contact with the two-language system, that this differentiation is facilitated by the separate use of each language on the environment and that the child is capable of complete code-switching as early as age 2.8.

BH

Fiege, Kollmavn, Laila Maria. Reading and Recall Among Bilingual and Dialect Speaking Children, Ph.D. Dissertation, University of California, Irvine, 1975.

The study compares the oral reading performance of English-speaking Blacks and bilingual Mexican-American children. Standard English-speaking children are used as reference.

GB

Fishman, Joshua, A., et al. "Guidelines for Testing Minority Group Children," in Education for the Disadvantaged, A. Harry Passow, Miriane Goldberg, and Abraham J. Tannenbaum, eds., New York: Holt Rinehart, and Winstone, 1967.

In this rather technical article the reliability, reality and interpretation of results of standardized aptitude and achievement tests given to minority and "culturally disadvantaged" children are discussed. It is suggested that these tests no longer be routinely and mechanically administered, but be used with an informed appreciation of their benefits as well as their limitations and be interpreted with an understanding of what is behind the scores.

6.2 STUDENT EVALUATION

H

Gaines, Catherine Joan Dorsey. *The Effect of an English Program and a Spanish/English Program Upon Concept Development in Bilingual Children*, Ph.D. Dissertation, Fordham University, 1976.

The study was undertaken to determine the effects of a bilingual literature-based concept development program on the acquisition of selected concepts of four- and five-year-old Spanish-speaking children. A major conclusion is that participation in the Spanish/English treatment produced significantly higher scores than the English treatment. Sex had little effect on test scores. The development of a bilingual program with both Spanish-speaking and English-speaking teachers and assistants was most beneficial for the progress of the preschool Spanish-speaking youngsters.

H

Galven, Robert Rogers. *Bilingualism As It Relates to Intelligence Test Scores and School Achievement Among Culturally Deprived Spanish-American Children*, Ph.D. Dissertation, East Texas State University, 1967.

The purpose of the study was to investigate (1) the relationship between intelligence test scores and school achievement as they relate to bilingualism among culturally deprived children of Spanish-American parentage, and (2) the possibility of more accurately evaluating the intelligence of bilingual children. It was concluded that bilingual culturally deprived Spanish-American children scored better when the Wechsler Intelligence Scale for Children was administered in Spanish rather than in English. In particular the verbal section had a greater increase in points. The study indicates that the use of achievement tests for determining school achievement is not a satisfactory measure for bilingual children.

6.2 STUDENT EVALUATION

F

Gardiner, Jeannette. The Effectiveness of Bilingual Education on Second Grade Children, Ed.D. Dissertation, George Peabody College for Teachers, 1973.

The purpose of this study is to investigate changes in academic achievement and self-concept of children as a result of participation in bilingual education. Academic achievement was highly significant, favoring the experimental group (Bilingual Program) in the French and English language arts, the French Mathematics Achievement and the Stanford Mathematics Achievement test.

GB

Gardner, Robert C., and Wallace, E. Lambert. Attitudes and Motivations in Second Language Learning, Rowley, Mass.: Newbury House, 1972.

A report on twelve years of research during which students with a bicultural background in Canada, Maine, Louisiana, Connecticut, and the Philippines were studied to determine how the cognitive and affective realms influence the capacity to learn a second language. It was found that students with an ethnocentric outlook tended to learn the second language poorly.

F

Genessee, F., G.R. Tucker, and W.E. Lambert. "Communication Skills of Bilingual Children," Child Development, 1975, 46, pp. 1010-1014.

In order to test whether schooling in a second language affected social skills, three groups of school children (kindergarten, first and second grade) were tested in interpersonal verbal communication tasks. One group of children attended English schools (Controls); another group attended French schools (Partial Immersion) and a third group attended a total French immersion program. The children were asked to explain how to play a game to two different listeners, one of them blindfolded. The two immersion groups related more about the materials of the game to the blindfolded group, sharing differential sensitivity in interpersonal communication.

6.2 STUDENT EVALUATION

H

Gonzalez, Gustavo. The Identification of Competencies for Child Development Associates Working with Chicano Children, Final Report, Washington, D.C.: Child Development Associate Consortium, Inc., 1974.

The purpose of this investigation was to identify necessary cultural, language and cognitive skills and teaching methods for Child Development Associates working with Chicano children.

GB

Grove, C.L.N. (Comp). The Intensively Annotated Bibliography on Cross-Cultural Problems in Education, New York: Inst. of International Studies, Columbia University, 1975.

Includes 125 items and lists books and where they can be located. It also lists documents that deal with problems in human interaction due to differences in cultural background and specifically those that relate cross-cultural differences to the educational process in a school setting. Among the topics dealt with are language and linguistics, bilingual education, pre- and inservice education, nonverbal education, visual perception, cultural patterns, testing non-mainstream children, and international exchange programs.

GB

Harmers, Josiane Frieda-Alire. Interdependent and Independent States of the Bilingual's Two Languages, Ph.D. Dissertation, McGill University, Canada, 1973.

To investigate the interdependencies of a bilingual's two languages a series of experiments was conducted using various techniques to elicit different degrees of cross-language interaction. The overall results demonstrate that verbal material is decoded by bilinguals, suggesting that there is no effective language-switch mechanism functioning at the input level. Bilinguals are, however, capable of deciding in which language they will encode a response and this decision is independent of both the decoding processes and the semantic aspect of the to-be-encoded response.

6.2 STUDENT EVALUATION

GB

Harris, David P. Testing English as a Second Language, New York: McGraw Hill, 1969.

This text presents measures used to test English language skill in non-English dominant or foreign students. He discusses tests of grammatical structure, auditory discrimination, vocabulary, reading comprehension, writing ability, oral production, etc., as well as reliability, validity, basic test statistics, and practical concerns such as preparing, administering and interpreting a test. Included is a short bibliography of works on language testing and general measurement.

H

Hickey, T. "Bilingualism and the Measurement of Intelligence and Verbal Learning Ability," Exceptional Children, 1972, Vol. 38, pp. 24-28.

Study analyzes some of the problems of assessing intelligence and verbal learning ability among Mexican-American preschoolers. These bilingual children encountered greater difficulty in correctly identifying verbal noun concepts on the Peabody Picture Vocabulary Test. Structural and idiomatic differences between the English and Spanish languages were thought to be the source of the difficulty. The study emphasizes the dangers of reliance upon methods of evaluation and prediction which are not analogous to the context of the particular learning style.

GB/OLC

Hodes, Phyllis. A Psycholinguistic Study of Reading Miscues of Yiddish-English Bilingual Children, Ed.D. Dissertation, Wayne State University, 1976.

Goodman's psycholinguistic theory of the reading process is studied through the oral reading miscues generated by six children who are bilingual in Yiddish and English. This study shows how the reading miscues and processes reflect bilingual training. It determines the relationship of miscues to reading comprehension, adds new data to bilingual reading research, and demonstrates the Reading Miscue Inventory's effectiveness in analyzing the reading processes of chldren who use a foreign alphabet.

6.2 STUDENT EVALUATION

H

Johnson, Bruce Edward. Ability, Achievement and Bilingualism: A Comparative Study Involving Spanish-Speaking and English-Speaking Children at the Sixth Grade Level, Ed.D. Dissertation, University of Maryland, 1962.

The study explores the following: (1) Is it possible to predict differences between Mexican and Anglo children on group tests from a given theoretical framework about cognitive functioning?; (2) Do tests themselves provide adequate data to support conclusions concerning the differences existing between Mexican and Anglo school children?; and (3) Given a curriculum designed to encourage the learning of English incidentally as a language, do the children experiencing this exhibit superior test performance compared to children not so involved?

It is concluded that: (1) Ability and achievement test differences between Mexican and Anglo children can, with reservations, be predicted from a given theoretical framework about cognitive functioning; (2) Ability and achievement differences do exist to a significant degree between Anglo and Mexican children; (3) The differences existing between Spanish-speaking and English-speaking children can be adequately measured by available group tests; (4) The curriculum evaluated in this study did not produce superior performance on the part of children experiencing it when compared to a control group lacking only this curriculum experience; and (5) Changes in ability and achievement scores were equivalent in value and in direction for both the Mexican and Anglo children.

A

Jolson, Pak-leung Ng. The Effects of Bilingual Science Instruction on the Vocabulary Comprehension Achievement, and Conceptualization of Elementary School Chinese Children Whose Second Language is English, Ed.D. Dissertation, University of California, Los Angeles, 1970.

The effects of bilingual instruction as revealed in several aspects of science learning are investigated. The study measures the differences in vocabulary, comprehension, achievement and conceptualization between two groups of Chinese children who were taught monolingually (using English) and bilingually (using both English and Cantonese, a Chinese dialect). On the basis of statistical evidence, it ws found that children taught bilingually surpassed children taught monolingually only in vocabulary at the 0.05 confidence level and in conceptualization only at the 0.001 confidence level. Recommendations are made to teach vocabulary and concepts bilingually and comprehension monolingually.

6.2 STUDENT EVALUATION

GB

Joseph, Andre. Bicultural Socialization and the Measurement of Intelligence, Ph.D. Dissertation, Georgia State University, School of Education, 1975.

The purpose of this investigation is to show that IQ tests represent a special kind of measurement instrument: they are systems of classifications of individuals with reference to others. The results indicated that traditional tests of intelligence are specific to certain ethnic-socio-economic groups.

GB

Krashen, Stephen D. "Language Acquisition and Language Learning in the Late-Entry Bilingual Education Program." In Language Development in a Bi-lingual Setting. Pomona, Calif.: National Multilingual-Multicultural Materials Development Center, California State Polytechnic University, 1979, pp. 100-111.

This paper discusses research findings about and suggestions for the facilitation of language learning in children, adolescents and adults. Certain principles of language acquisition appear to be universal and result in striking similarities between first and second language learning. Although there is encouraging evidence that children can learn a second language very well with only a teacher as the source of primary linguistic data, perfection in learning the second language appears to be dependent upon contact with peers who speak the native language.

Some researchers claim that adult and adolescent learners have the same acquisition capacities, but others cite the effects of psychological changes and cognitive development, namely Piaget's formal operations. The psychological and social changes include reluctance to reveal oneself (because the learner has begun to reason about his own mental constructions and realizes others are thinking about him, too). Nationalism, group pride, and unfavorable attitudes toward other groups seem to inhibit learning.

Overt speech by the learner seems not to be necessary for langauge acquisition. The "critical period" for language acquisition is thought to close sometime around puberty. First language acquisition seems ineveitable in normal children with normal life situations, and complete second language mastery is common, given sufficient interaction with native speakers in children under 10 years of age. When a child is in an environment rich in the target language, language classes do not significantly increase proficiency.

These findings imply that late-entry bilingual education students can best be helped by simplified reading materials and contextualized practices and methods that provide active involvement in real language -use situations.

6.2 STUDENT EVALUATION

A/H/F/OLC/GB

Kittel, Jocke E. "Bilingualism and Language--Non-Language Intelligence Scores of Third-Grade Children" in Journal of Educational Research V. 52, no. 7, 1959.

The author begins with the following questions:

- Do third grade children with a bilingual environment, regardless of the specific foreign language, score significantly differently on language and non-language sections of the California Short Form Mental Maturity Test than do third grade children of a unilingual environment?
- Is the foreign birth of one, both or neither parent significant in this respect?
- Is the occupational rating of the child's parent significant?
- Are sex and chronological age factors significant?
- Do test score differences affect reading ability?

Statistical tests are run on information drawn from school records in an attempt to answer these questions. The bilingual subgroup represented 15 different languages, in an effort to control for language-specific traits. The results are tabulated and charted. The author concludes:

- Third grade children with a bilingual environment scored lower on the language section of the California Test of Mental Maturity than the unilinguals.
- Unilingual children of middle occupational class parents scored higher than bilingual children of middle or low occupational class parents.
- Parent's place of birth, children's sex and chronological age did not account for test score differences.
- Reading ability appeared not to be effected.

6.2 STUDENT EVALUATION

F

Lambert, W.E., G.R. Tucker, and A. d'Angelejan. "Cognitive and Attitudinal Consequences of Bilingual Schooling," *Journal of Educational Psychology*, 1973, 65, pp. 141-159.

This is a progress report on a community-based educational experiment designed to develop bilingual competence by having English-speaking children instructed in French. The report, a sequel to a 1969 *Journal of Educational Psychology* article, describes the progress of children at the end of grade 5 with regard to linguistic development in both English and French, cognitive development and changes in intergroup attitudes.

H

Legarreta-Marcaida, Dorothy. *An Investigation of the Use or Non-Use of Formal English as a Second Language (ESL) Training on the Acquisition of English by Spanish Speaking Kindergarten Children in Traditional and Bilingual Classrooms*, Ph.D. Dissertation, University of California, Berkeley, 1975.

This longitudinal study investigates the facilitative effects of four different program models on both acquisition of English and maintenance of Spanish by native Spanish-speaking kindergarten children. The four program models or treatments are: (1) traditional, no ESL, (2) traditional, with ESL, (3) Bilingual, unbalanced language, no ESL, (4) Bilingual-balanced language, no ESL, (5) Bilingual, unbalanced language, with ESL. The results indicate that the advanced bilingual treatment with no formal ESL training enhances communicative competence in Spanish and English while facilitating comprehension of English, as well as vocabulary in both Spanish and English.

6.2 STUDENT EVALUATION

A/H

Lewis, Hilda P. and Edward R. Lewis. "Written Language Performance of Sixth-Grade Children of Low Socio-Economic Status from Bilingual and from Monolingual Backgrounds", in The Journal of Experimental Education, V. 33, no. 3., 1969.

The author tested two bilingual groups, one where both languages had shared roots (English and Spanish) and one in which the two languages had dissimilar roots, (English-Chinese) to ascertain three points regarding written language performance of bilinguals. All subjects were drawn from a low SES group. The questions posed were:

- Given normal intelligence and normal achievement, do low SES Chinese-bilinguals and Spanish-bilinguals differ in written language performance. (Seven areas of written language traits were analyzed.)
- Within linguistic groups are sex differences significant.
- What is the relationship between extent of bilingual background and written language performance in English.

The test consisted of a composition assignment based on a silent film. Twenty minutes were allowed each child to describe what was in the film. The most significant finding was:

- The relationship between extent of bilingual background and written language performance was "slight" in all groups.

Tables of statistical tests on a variety of variables are included.

6.2 STUDENT EVALUATION

H

Librado, Keno Vasquez. An Experimental Pilot Bilingual Model School for Transient Mexican-American Students, University of Oregon, 1969.

Describes the Experimental Pilot Bilingual Model School for transient Mexican-American students (K-12). The main objective of this model school is to integrate the transient and stable Mexican-American students into the regular classroom at the earliest possible time. An outline that has specific plans for a future experimental pilot bilingual model school for Mexican-Americans is included. An evaluation of a brief pilot testing program which has compared the achievements of Mexican-Americans in a southern California junior high school under monolingual and bilingual teachers, using the Stanford Achievement Test, is also included.

F/GB

Lira, Juda R. An Investigation of Bilingual Teacher Training and Its Effect on Bilingual Bicultural Instruction.

An investigation of bilingual teacher training and its effect on bilingual/bicultural instruction. Includes a review of the literature and teacher training for a bilingual/bicultural program in a Texas school district. Focuses on the academic achievement of language minority groups, success factors in bilingual education programs, bilingual teacher certification and competencies, correlations between teacher attitudes and bilingual education, bilingual education program rationales, inclusion of culture in instruction programs, and the University of Texas at Austin Teacher Prepration Program, New York City Bilingual Teacher Intern Program, and six French bilingual projects in New England and Louisiana.

6.2 STUDENT EVALUATION

H

Los Angeles City Unified School District. Early Childhood Education Prekindergarten: Program Guide for Teachers, Los Angeles, Calif.

Describes learning experiences for children just entering school. The guide is written in English and Spanish but instructions are in English. Contains a list of the general characteristics of the preschool child ages 2, 3, and 4. It also contains a bibliography of professional and children's books that pertain to preschool education. Cognitive skills to be developed include: (1) perceptual motor skills as they relate to reading and general body movement, (2) vocabulary, listening, and pre-reading skills, (3) thinking and problem solving in the areas of science, social studies, and mathematics, and (4) self-expression through art and music.

In the affective domain, the guide hopes to help the child (1) to feel good about himself and about others, (2) to develop and interest in learning, and (3) to be more receptive to learning.

H

Luhman, R.A. The Social Bases of Thinking and Speaking: A Study of Bilingual Chicago Children, Ph.D. Dissertation, University of Kansas, 1974.

The purpose of this study is to relate language and cognition to social environment. Findings related that variation in logic occurred across the town and rural children and across Spanish and English. It was also found that the nature of the child's direct experience with the objects he grouped had a major bearing upon the manner in which he conceptualized the logic he applied to them. A significant finding is that the logic of symbolic grouping is directly related to the social and linguistic experiences that children have with the objects they group. The preference for different kinds of logic does not, however, necessarily alter the content of the groups they form.

GB

Mackey, W. "Bilingual Interference: Its Analysis and Measurement, Journal of Communication, 1965, Vol. 15, pp. 239-249.

An examination of the meaning of interference; its relation to the language behavior of the bilingual; its analysis; and its measurement.

6.2 STUDENT EVALUATION

GB

Martin, K. Chen. Intelligence and Bilingualism as Independent Variates in a Study of Junior High School Students of Chinese Descent, Ed.D. Dissertation, University of California, Berkeley, 1964.

An investigation of the effects of bilingualism, separately and in different combinations, on linguistic skills as measured by English tests. It is inferred that bilingualism is a factor in the inferior performance of bilinguals. As the bilinguals have to grapple with two languages that are syntactically different, they have not succeeded in progressing from the stage of syncetism to the stage of analyses, with the result that they cannot discern the finer points in English usage. The evidence produced in this study supports the recommendation that the introduction of a second language in the elementary school curricula be delayed until it can be demonstrated that the children have learned their English skills reasonably well.

H

McClinton, Johnnie W. Effectiveness of a Bilingual Vocational-Technical Developmental Program, Ph.D. Dissertation, University of Missouri, Columbia, 1972.

The study evaluated the effectiveness the Bilingual Vocational-Technical Developmental Program at Texas State Technical Institute-Harlingea Campus, through achievement testing in both English and idiomatic Spanish languages. The bilingual approach is found to be effective and should used. Except for special cases, achievement testing should use standardized English version tests, since the Mexican-American student can express his competencies at least as well through written English as through written Spanish. The advantage of the bilingual approach to instruction is in oral communication rather than through written expression for these students.

6.2 STUDENT EVALUATION

H

McClure, Erica, and James Wentz. "Code-Switching in Children Narratives," Paper presented at the Mid-American Linguistics Conference, U. of K., 1975.

Three stories told by a group of Mexican-American children living in a small Illinois town are considered syntactically. Code-switching seems to follow a pattern and language dominance may explain why switching to find the right word is more prevalent when speaking Spanish than when speaking English.

H

McDowell, Earl Ernest. A Methodological Study of Compound and Coordinate Bilingualism, Ph.D. Dissertation, The University of Nebraska-Lincoln, 1974.

The purpose of this study is to determine if undimensional semantic differential scores, TOEFL scores in English and Spanish, SAT scores in English and Spanish, and MAT scores in English and Spanish might be used to classify compound and coordinate bilinguals. Post hoc analysis indicated that (1) background data classified bilinguals as compound or coordinate, (2) subjects with compound backgrounds rated semantic differential scales significantly different than did coordinate bilinguals, (3) subjects with compound backgrounds scored significantly better on the three Spanish tests than did coordinate bilinguals, and (4) semantic differential scores and MAT Spanish scores were the best criterion measures.

6.2 STUDENT EVALUATION

H

Mercer, Jane R. Implications of Current Assessment Procedures for Mexican-American Children, Bilingual Education Paper Series, Vol. 1, No. 1, California State Department of Mental Hygiene, Sacramento, California, August 1977.

Failure to take into account cultural differences and failure to recognize the cultural biases in standardized intelligence tests, i.e., the Wechsler Intelligence Scale for Children and the Stanford Binet Intelligence Tests, are the primary reasons for disproportionately large numbers of Mexican-American children being labeled as mentally retarded. The author suggests the following three-step process as the pluralistic evaluation of intelligence: (1) identifying sociocultural characteristics correlated with IQ for Mexican-American children;(2) developing a sociocultural index for classifying children; and (3) interpreting IQ against two norms based on the distribution of scores for persons from comparable sociocultural backgrounds.

H

Miller Brady Productions, Inc. The Early Learning Filmstrip Library, New York.

Designed to enable the students to attain skills in making observations, making inferences, and understanding logical sequence, cause and effect, and opposites. Also included is a list of books and records related to the film-strips and music and lyrics to several songs which can be used to follow up and enrich the filmstrips. Includes three to seven years English/Spanish--six filmstrips, six cassettes, and a Teacher's Guide.

6.2 STUDENT EVALUATION

H

Modiano, Nancy Docio. Reading Comprehension in the National Language: A Comparative Study of Bilingual and All-Spanish Approaches to Reading Instruction in Selected Indian Schools in the Highlands of Chiapas, Mexico, Ph.D. Dissertation, New York University, 1966.

The purpose of this study is to determine whether reading comprehension in the national language can be achieved effectively by members of linguistic minorities when all reading instruction is offered in that language. The hypothesis of the study was that reading comprehension in the national language is best achieved when all reading instruction is offered in that language. This hypothesis was not substantiated by the data. It appears that youngsters of linguistic minorities learn to read with greater comprehension in the national language when they first become literate in their mother tongue, rather than when they receive all reading instruction in the national language.

GB

Morgan, J.C. The Effects of Bilingual Instruction on the English Language Arts Achievement of First Grade Children," Ed.D. Dissertation, Northwestern State University of Louisiana, 1971.

The study investigates whether first grade pupils who come from bilingual families obtain significantly higher scores through a bilingual educational program than bilingual first grade pupils who are from a monolingual educational program. On all measures--analyzing words without the aid of context, reading comprehension and spelling--those taught by a bilingual program scored higher. Both groups did equally well in vocabulary and word study skills.

The study finds that that first grade pupils from bilingual families who attend bilingual schools demonstrate greater competency in analyzing words, in comprehension of reading passages, and in ability to spell words. It appears further that a bilingual educational program for first grade pupils from bilingual families is superior to a monolingual educational program for similar pupils in terms of reading achievement.

GB

Mowder, Barbara. "Assessing the Bilingual Handicapped Student," Psychology on the Schools, Vol. 16, No. 1, pp. 42-50, 1979.

This paper explores the issues involved in assessing bilingualism and handicapping conditions of bilingual, culturally different children. In addition, it evaluates the assessment methods that have been devised.

6.2 STUDENT EVALUATION

GB

Olesini, Jose. The Effect of Bilingual Instruction on the Achievement of Elementary Pupils, Ph.D. Dissertation, East Texas State University, 1971.

In this study the achievements of two composite groups of bilingual students in the subject areas of vocabulary, reading, spelling, language, arithmetic concepts are evaluated to determine if bilingual instruction had made a significant difference in the academic achievements of the children. The results indicate that bilingual children of both sexes achieve greater gains in the academic curricula when they are instructed with bilingual methods. Bilingual instruction reduces the language handicap that bilingual children encounter at school.

GB

Peal, E. and W.E. Lambert. "The Relationship of Bilingualism to Intelligence," Psychological Monographs, 1962, Vol. 76, No. 27, pp. 1-23.

This paper includes a review of the literature for studies concerning the detrimental effects of bilingualism on intelligence, the favorable effects of bilingualism on intelligence, and no effect of bilingualism on intelligence. The author presents the research designed to examine more extensively the effects of bilingualism on the intellectual functioning of children and to explore the relations between bilingualism, school achievement and students' attitudes to the second language. The researchers conclude that "bilinguals performed significantly better than monolinguals on both verbal and non-verbal intelligence tests." It is argued that they have a language asset, are more facile at concept formation, and have a greater mutual flexibility.

GB

Perinparayagam, Granesmaran. Towards Becoming Bilingual - Cognitive and Semantic Considerations in Language Acquisition, Thiru Raj, Ph.D. Dissertation, The University of New Mexico, 1973.

Reports an experiment conducted on a group of twenty nine-year-olds and ten-year-olds to discover the process of second language acquisition when the terminal product is a monolingual in the second language.

The author concluded that if the terminal product is to be the second language dominant bilingual, greater emphasis should be placed on vocabulary rather than on syntax.

6.2 STUDENT EVALUATION

H

Philip, Albert Bolgee. The Effect of teacher Spanish Language Fluency Upon Student Achievement in a Bilingual Science Program, Ph.D. Dissertation, St. John's University, 1967.

This dissertation investigates the effects of two different types of bilingual science instructors upon student science achievement in a bilingual science program. It also considers the influence of student bilingual dominance upon science criterion scores used to determine program success and to compare teacher effectiveness.

The investigation revealed that: Bilingual science education for 7th grade Jr. high school students of Hispanic backgbround resulted in student achievement significantly different from that of comparable students in the conventional program. Bilingual science programs obtained superior results only when conducted by fluent Spanish speaking science teachers. Between the bilingual class taught by the fluent teacher and the bilingual class taught by the non-fluent teachers, the results favored the classes taught by fluent teachers. The control and experimental classes were comparable in terms of science ability but they were not comparable in the extent to which each group used Spanish outside school. Demonstrated group differences in bilingual domain might be an uncontrolled factor which might have changed the result had it been controlled.

I

Phillips, Susan U. "Acquisition of Rules for Appropriate Speech Usage," in Bilingual Schooling in the U.S. - A Sourcebook for Educational Personnel, Francesco Cordasco, ed., New York: McGraw Hill, 1976.

Reports that Indian children fail to participate verbally in classroom interaction because the social conditions for participation to which they have become accustomed in the Indian community are lacking. Educators should not assume that because Indian children speak English they have also assimilated all the socio-linguistic rules underlying interaction in classroom and other non-Indian social situations where English is spoken.

6.2 STUDENT EVALUATION

GB

Ramirez, Arnulfo G. "Language Dominance and Pedagogical Considerations." In Language Development in a Bilingual Setting. Pomona, Calif.: National Multilingual-Multicultural Materials Development Center, California State Polytechnic University, 1979. pp. 156-170.

The first part of this paper analyzes tests of language dominance and their advantages and drawbacks. The second part discusses pedagogical applications of the knowledge about a student's language dominance. Two questions that are still open to debate are: 1) Will a child learn to read more rapidly if initial reading instruction is in the mother tongue? 2) Are the rates of learning educationally-related skills the same in the vernacular and second language? The critera for language use in content areas are not clear:

1. utilitarian: based on available materials, the languages used in later grades;
2. context-independent;
3. context-sensitive: based on psychological or social factors;
4. code-alternation teaching strategies: avoids compartmentalization; children can also learn interactional norms of the community.

The adolescent bilinguals will be influenced by attitudinal-motivational factors. It might be useful to categorize school subjects into three categories: 1) domain-free (content-free); 2) domain-sensitive (context-sensitive); 3) career-oriented.

H

Ramirez, Arnulfo Gonzalez. The Spoken English of Spanish-Speaking Pupils in a Bilingual and Monolingual School Setting: An Analysis of Syntactic Development, Ph.D. Dissertation, Stanford University, 1974.

The developmental trends in the control of spoken English grammatical constructions produced by Spanish-speaking Mexican American school children learning English in the elementary grades are described. On the basis of this description, the comparative development of English structures between those pupils schooled bilingually in English and Spanish and those instructed only in English in a traditional monolingual program are assessed. It is found that the bilingually-schooled pupils produce more language overall, and, when the language sample is segmented into teaching units, they produce more structurally complete teaching units. On measures related to syntactic complexity defined in terms of the number and type (nominal, adverbial, and coordinating) of sentences and the transformations used, the bilingually schooled pupils' performance is superior to the monolingually-schooled by grade 2. For both groups, years in school account for measurable differences in the use of certain English language construction.

6.2 STUDENT EVALUATION

H

Randle, Janice Ann Whitehead. A Bilingual Oral Language Test for Mexican American Children, Ph.D. Dis

The study deals with the development of a Bilingual Oral Language Test composed of comprehension and production tests in Spanish and English which are parallel in form and similar in content for both languages. The application of the test showed that the age of the subject proved to be statistically significant for Spanish comprehension scores and teacher ratings on Spanish comprehension and production, but not significant for any of the English test scores or teacher ratings.

H

Rivera, Carmen Elena. Academic Achievement, Bicultural Attitudes and Self-Concepts of Pupils In Bilingual and Non-Bilingual Programs, Ph.D. Dissertation, Fordham University, 1973.

The study ascertains and compares academic achievement, bicultural attitudes and self-concepts of third and fifth grade Hispanic and non-Hispanic pupils in a bilingual school and two non-bilingual schools in New York City.

It was concluded that:

1) The bilingual-bicultural program benefited the Hispanic child of comparable steady academic progression to that of the non Hispanic.

2) Non-Hispanic students suffer no loss of basic skills in their own language by being exposed to a program of second language instruction at an early age. The non-Hispanic demonstrated a decided potential to perform at or above the level of the non-Hispanic in the control group.

3) The time devoted to the study of a second language do not affect growth in mathematics skills and understanding of concepts of the non-Hispanic students in the experimental (Bilingual Education Program) group. A transfer of training was occurring among the Hispanic subjects of the experimental group.

4) A bilingual-bicultural program would serve to develop cultural awareness between the two groups and positive feelings of self worth for the Hispanic.

Bilingual Education Act and the Guidelines for Project Applications for Title VII funding. The author concludes that the purposes of Title VII are better served as the Guidelines depart from an "alternative of gradual, a strategy characterized by efforts to change multiple aspects of the system "to a gradual approach that "would produce new and useful knowledge on bilingualism and on the acquisition of proficiency in two languages."

6.2 STUDENT EVALUATION

H

Rodriguez, Raymond, Jr. A Comparison of the Written and Oral English Syntax of Mexican American Bilingual and Anglo American Monolingual Fourth and Ninth Grade Students, Ph.D. Dissertation, The University of New Mexico.

The major problem investigated by this study is whether or not Mexican-American bilingual fourth and ninth grade students represent the same language population in their English syntactic usage as do Anglo-American fourth and ninth grade students in Las Vegas, New Mexico. It is concluded that the bilingual subjects represent the same language population as the monolingual subjects in their English syntactic usage, except in average clause length in the written mode in ninth grade. It is suggested that differences between groups can be diminished by providing appropriate language experience in class.

H/I

Saville-Troike, Muriel. "Bilingual Children: A Resource Document," in Bilingual Schooling in the U.S. A Sourcebook for Educ Personnel, Francesco Cordasco, ed., New York: McGraw Hill, 1976, pp. 165-188.

This article presents the process of first language acquisition by following children's linguistic development. It presents the process of second language acquisition, differentiating between children's and adults' skills. Group profiles of Mexican-American, Puerto Rican and Indian children are also presented.

6.2 STUDENT EVALUATION

H

Skoczylas, Rudolph V. An Evaluation of Some Cognitive and Affective Aspects of a Spanish-English Bilingual Program, Ph.D. Dissertation, The University of New Mexico, 1972.

The study was undertaken to construct and apply an evaluation model to determine if bilingually instructed children in a particular program have, in fact, suffered a loss in linguistic, academic, or cognitive growth, and if their self image and attitudes toward the two salient ethnolinguistic groups were less favorable than those of their monolingually instructed counterparts. No significant differences between the experimental and control groups are found on measures of oral English skills, Spanish listening comprehension, intellectual functioning and attendance rates. The experimental group scored higher in Spanish speaking proficiency. The control group scored higher in the math test administered in English. The bilingually instructed pupils appear to be developing a positive and democratic attitude toward Anglo- and Mexican-Americans and a self image that is favorable and not adversely affected by bilingual training. It is also found that the best single prediction of academic achievement and cognitive growth is parents' education.

GB

Smith, Byum Cannon, and Smith, Van Nguyen. Evaluating Program Effectiveness: Measuring Input, Process, and Product Variables in New York City, Federally Funded High School Bilingual Programs, 1978.

Seven of the twelve Title VII bilingual programs in the New York City high schools were evaluated, using their funding proposals and Board of Education Evaluation Reports, to discover the relationship between input, process, and product variables. It was determined that the reporting format made comparisons among programs or between programs and parent schools very difficult. Selected input (personnel cost, staff mix, and staff qualifications), process, and product (student attendance, examination scores, and language and achievement test results) variables are analyzed and the findings described. Specific recommendations for informing reporting procedures are offered.

6.2 STUDENT EVALUATION

H

Stanley, Frank Vasa. A Comparison of Selected Intelligence Scales with Bilingual Children, Ed.D. Dissertation, The University of Nebraska, 1971.

The relative merits of the Wechsler Intelligence Scale for Children (WISC) and History - Nebraska Test of Learning Aptitude (H-NTLA) in obtaining measurements of intelligence of Mexican-American bilingual children are determined. The results indicate that the utilization of performance measures of intelligence would be more appropriate than verbal measures of intelligence with young Mexican-American bilingual children. The difference between the verbal and performance measures of intelligence tend to decline with age.

GB

Texas Education Agency. Texas State Plan for Bilingual Education, December 8, 1978.

The plan outlines the procedures which school districts are to follow in order to fulfill two major requirements for the identification of students of limited English-speaking ability in grades K-12. The two major requirements are the Home Language Survey and the English Language Proficiency Testing.

GB

Troike, Rudolph C. Research Evidence for the Effectiveness of Bilingual Education, National Clearinghouse for Bilingual Education, 1978.

The author points out that, despite limited research due to a lack of funding and inadequate program evaluations, enough evidence has accumulated to indicate that quality bilingual programs can meet the goal of providing equal educational opportunity for students from non-English speaking backgrounds. A review of existing research supports this statement and is included. A recent study by Finnish researchers on the achievement of Finnish immigrant children suggest that if children are submersed in instruction in another language before the age of ten, this exerts a destabilizing effect on the development of their native language as a tool for cognitive organization, especially if the children are members of a minority group.

6.2 STUDENT EVALUATION

H

Valadez-Love, Concecao Morreal. The Acquisition of English Syntax by Spanish-English Bilingual Children, Ph.D. Dissertation, Stanford University, 1976.

The main purposes of this dissertation were: (1) to identify developmental trends in the acquisition of specific syntactic rules in the spoken English of Spanish-speaking Chicano children who are in the process of becoming bilingual in a school setting, and (2) to assess the comparative development of the same syntactic constructions in the oral speech of monolingual English speakers. The findings indicate that children learning a second language are acquiring the syntactic rules even as they are making errors in that language and that teachers can profit by knowing what the patterns of errors might be. Monolingual speakers of English and speakers of English as a second language may acquire grammatical patterns in different orders.

F

Veilleux, D., Assistant Director-Evaluator, "A Survey of Program Impact of the St. John Valley Bilingual Education Program 1970-1977 Project Brave, M.S.A.D. #33, MADAWASKA, M.S.A.D. #24," 1977.

The author presents a largely quantitative article assessing the impact of French-English bilingual education on scholastic achievement and on attitudes of French-Acadian BE program students. Results are measured within the program membership longitudinally. Comparisons are also made between BE and non-BE program students. Little information is given on the actual St. John Valley Bilingual Educational Program, except that it has operated for eight years in grades K-7 and 9-10 in the three participating school districts, and is funded by Title VII, and ESEA.

The author presents pre-program achievement data in appropriate tables and graphs illustrating that St. John Valley students scored below national norms in math, science, social studies and language arts on standardized achievement tests, prior to BE. Based on information in the St. John Valley BE Grant Proposal of 1970, the author generates a list of factors contributing to this substandard academic performance. Four of the five factors indicate failure of school curriculum to meet specific language and cultural needs of bilingual students, wherein English is the medium of instruction, and French is the home-use language. Poor self-concept was judged an additional consequence of this situation. The author then outlines the program objectives at the time of its implementation as:

- development of French and English language skills;
- bilingual instruction in math, science, art, music, social studies, and their local culture;
- educational inservice training provided to teachers; and
- individualized instruction based on behavioral objectives, accountability and student performance.

Post-program findings of both academic and attitudinal nature were presented. The BE students achieved average to above average national stanines in reading, math, science and language skills as shown through five-year longitudinal data collected on grades K-5. Based on additional data, the author contends that Title VII students, in general, achieve at or above national norms. In a comparison between Title VII and non-BE program students in three districts, using S.R.A. and M.A.T. as indicators, BE students achieved higher scores. Appropriately quantified data are included. Third, sixth and seventh grade BE and non-BE students were given self-appraisal questionnaires. The author found all St. John Valley students to have generally positive attitudes. However, on items of peers, family and especially school and language, the BE students were rated as significantly more positive. Plotted results and questionnaires are included in the article.

GB

Vogat, G. "Thinking Before Language?" in Childhood Education, 1971/72, 48, pp. 248-251.

The role of language in intellectual development is considered. "To learn the word is one thing, to understand the concept is another." The author claims that, "in order to teach logical concepts to young children, particularly those who have socio-economic disadvantages, the teacher must first help the child structure his actions and objects in such a way that the logical process will be strengthened."

GB

Walters, M. and T. Grade. Monolingual Versus Bilingual Children's Performances in Repetition of Base and Transformational Sentences, University of Utah, 1974.

The purpose of this study is to determine whether the linguistic performance of monolingual children is superior to that of bilingual children in repetition of embedded base, embedded transformational sentences, or both. Differences in performances of bilingual and monolingual children were not statistically significant for either accurate repetitions of or modifications of base and transformational structures. Trends favored the monolingual group.

6.2 STUDENT EVALUATION

Ware, Donald Lavonne. The Effects of Cultural Bilingualism upon the Ability of Special Class Educable Mentally Retarded Children to Transfer Word Meanings from Non-Standard English to Standard English, Ph.D. Dissertation, The Ohio State University.

An investigation of the relationship between the use of public language by special class educable mentally retarded children and regular class borderline children and its effects upon verbal cognition. The investigation was specifically concerned with word meaning and the ability of the child to transfer word concepts from non-standard English to standard English forms. The major conclusion was that children from lower class groups display an ability to conceptualize, transfer and communicate within and between two language forms. It is also apparent from the results that a bilingual co-existence is prevalent among children from lower-class groups.

H

Wooley, Joanne Norris. The Development of a Realistic Vocabulary List of Use with Primary Children in Spanish/English Bilingual Classes, Ed.D. Dissertation, University of Southern California, 1974.

The primary purpose of the study was to compile a realistic vocabulary list in English and Spanish to be used in the development of curricular materials for bilingual Spanish/English speaking students in the primary grades.

A list of words was compiled and translated and a test was developed in English and Spanish, and administered to determine correlations between scores and reading achievement and how well it differentiated between four groups selected on the basis of English and Spanish skills. The test was found to be of appropriate use as a measure of a child's ability to use Spanish and English language in terms of vocabulary. The list may appropriately be used as a basic list for the development of curricular materials.

H

Yorrow, Beth. Bilingual/ESL Programs for Migrant Children, New Mexico State University, National Educational Laboratory Publishers, Inc., Austin, Tex.

Discusses the development of special programs for Spanish-speaking migrant children. Topics covered are: definition of bilingual education and ESL, judicial and legislation support, pre-program assessment, grade and age level, children's length of stay, integration with or segregation from regular school program, selection of program models, establishment of instructional program goals, program staff, parent and community involvement, support services, instructional materials, student and program evaluation, and dissemination.

6. TEACHING METHODOLOGY

6.3 REMEDIATION

Speech and Language Therapy
Use of Discipline, Praise,
Reprimands, etc.

H/GB

Cazden, Courtnery B. "Curriculums/Language Contexts for Bilingual Education." In *Language Development in a Bilingual Setting*. Pomona, Calif.: National Multilingual Multicultural Materials Development Center, California State Polytechnic University, 1979. pp. 129-137.

A study of teacher/pupil talk by bilingual teachers which shows: 1) During the Spanish language lesson for native English-speaking primary grade children the teachers switched from *Spanish to English* 140 times; 2) During the English lesson for Spanish speackers there were two switches; and, 3) 70% of the switches were for disciplinary reasons.

The power in teaching language according to Cazden, especially in supporting the weaker language in a bilingual program comes from *using* the language, not *learning about* it. Natural language learning depends on the extent to which it is necessary for communication.

The message conveyed by setting Spanish aside as something special is that English is the more "natural" language. Cazden identifies helpful acquisition contexts modeled on language outside the classroom:

1. nonverbal cues help decipher verbal cues;
2. verbal interactions serve a *necessary* communicative function;
3. the focus is more likely on meaning, not form; and
4. concrete referents for some words.

Two problem areas in designing curricula for maximum language *use* are also identified: 1) all learners at early stages in L2 acquisiton and 2) older learners with a temporary but great gap between communicative intent and resources.

Science as a content vehicle for L2 learning is suggested because it includes manipulation of objects and clear referents for words and instructions that are demonstrable.

Mathematics, in contrast, is a solitary and silent activity. The vocabularly is limited and occurs rarely elsewhere. The role of students in dialogue may be restricted. It is sequential, and L1 instruciton may be necessary to tap prior knowledge of recent immigrants. Success or failure in a student response may be difficult to trace to either comprehension of the concepts or of the language. At the lowest levels in school, however, mathematics might be useful because of the restricted responses and manipulable referents. Cazden also points out that at all levels, mathematics word problems are especially difficult to handle.

6.3 REMEDIATION

GB

Landers, Ruth. Culture in American Education, New York: John Wiley and Sons, 1965.

Describes an experimental teacher-training program in California--the "Claremont Project"--which used anthropology and education in order to help classroom teachers and other personnel (including social workers) deal more empathetically with "problem children" of diverse ethnic and cultural backgrounds, and with their own frustrations on the job. Some perspectives on culture and education are given.

H

Nagy, Lois B. Effectiveness of Speech and Language Therapy as an Integral Part of the Educational Program for Bilingual Children, Ph.D. Dissertation, United States International University, 1972.

The purpose of this study is to investigate the effectiveness of speech and language therapy for Mexican-American school children when it is offered in conjunction with a program of English as a second language. The findings of the study indicate that speech and language therapy in conjunction with English As a Second Language classes is of significant value on all grade levels when taken as a whole. The need for speech and language therapy differs with the grade and the level of expertise of the students.

6.3 REMEDIATION

H

Townsend, Darryl Raymond. A Comparison of the Classroom Interaction Patterns of Bilingual Early Childhood Teachers, Ph.D. Dissertation, The University of Texas at Austin, 1974.

The purposes of this study are: to determine the consistency of interaction patterns of bilingual early childhood teachers while teaching in Spanish and English; and to compare the consistency of interaction patterns for males and females, for teachers and assistant teachers, and for those working with four-year-old children and those working with three-year-olds. The study suggests that there are differences in the interaction patterns of bilingual teachers, as they taught in Spanish and in English: (1) more questioning in Spanish, more praising in English; more rejecting of student answers in Spanish, and more directions given during English lessons; (2) the indirect/direct ratios in the two languages were higher for teachers than for assistant teachers, and higher in Spanish for all instructors; (3) there were a higher percentage of response during lessons in Spanish but higher percentage student initialed [sic] response during English lessons.

6. TEACHING METHODOLOGY

6.4 MATERIALS

Development of Materials Specific to Minority Students
Linguistic Variations Taken Into Account
Minority Contributions Included in Text

I

Allery, Alan J. The Indians Speak for Themselves, Liberation Booklet, Indian Heritage Studies Curriculum Development Project, 1974-1975.

Student activities and a teacher's guide including 10 lessons of ethnic studies focused on the life, ways, and history of the Dakota/Lakota Indian people. Provides activities which are extended to reinforce the self-concept of students utilizing learning by doing activities.

I

Baker, Pauline. Espanol Para los Hispanos. A Guide to Standard Spanish for Native Speakers, Skokie, Ill.: National Textbook Co., 1977.

"Texto auxiliar cuyo fin preciso es ayudar a los alumnos hispanos a hablar y escribir en espanol universal y a enriquecer su vocabulario."

H

Barerra, Mario. Bilingual Program Implementation: A Handbook for Teachers and Administrators, Austin: Dissemination and Assessment Center for Bilingual Education, 1978.

Presents curriculum on the basis of how the child learns a language: listening, oral language development, reading, and writing. Goes on to math, social studies, science, and basically encourages the teaching of the complete basic curriculum in English and Spanish, depending on the language proficiency of the child at various stages of his/her development.

6.4 MATERIALS

I

Battiste, Marie A. Study of Bilingual-Bicultural Projects involving Native Americans Indo-Europeans, Palo Alto, Ca.: American Institute for Research in the Behavioral Sciences, 1975.

The study objectives are to: (1) identify the major issues involved in bilingual/bicultural education; (2) document the goals, approaches, resources or costs, (3) assess the impact bilingual education has had on communities; and (4) recommend possible federal program changes. The following are among the major conclusions and recommendations: (1) some evidence exists that Title VII is having long-range benefits, (2) there is a general lack of materials, teaching skills, expertise on planning materials development, and evaluation at the local project level which can be improved by providing continuous technical assistance.

GB

Brown, Mark E. and Perry Birkel. "Emerging Instrumentation for Assessing Language Dominance," Occasional Papers on Linguistics, No. 1, 1977.

This paper offers first a classification system of dominance instruments according to testing specificity and strategy and secondly a criteria by which such instruments can be evaluated and selected.

H

Caragonne, Bobbie Kathryn Smith. Bilingual/Bidialectical Teacher Education Materials: Attitudes Towards Nonstandard Spanish, Ph.D. Dissertation, The University of Texas at Austin, 1976.

The study explores the need for teacher education materials for Spanish-English bilingual/bicultural programs, in particular materials which examine attitudes toward non-standard Spanish, and the procedure for the actual development of materials. Pedagogical and psychological implications of the differences between the variety of Spanish that students, particularly Mexican-American students, speak and the variety of Spanish gator, is reported and analyzed.

The study explores the need for teacher education materials for Spanish-English bilingual/bicultural programs, in particular materials which examine attitudes toward non-standard Spanish, and the procedure for the actual development of materials. Pedagogical and psychological implications of the differences between the variety of Spanish that students, particularly Mexican-American students, speak and the variety of Spanish found in their textbooks, as well as possible differences between their dialect and that of their teachers were discussed.

The teaching of standard Spanish in formal situations and the acceptance of a child's own dialect in informal situations is advocated as a basis for the development of teacher education materials. A student may not acquire productive competence in a standard dialect if it serves no function in his own environment. The teacher should be able to accept the student's non-standard dialect. An actual module, "Attitudes and Dialect Diversity" was developed, and the objectives for three others were described.

6.4 MATERIALS

H

Cardenas, J. The AIR Evaluation of the Impact of ESEA Title VII Spanish/English Bilingual Education Programs: An IDRA Response with a Summary, Intercultural Development Research Association, San Antonio, Texas, June 1977.

This analysis reveals critical weaknesses surrounding the theoretical basis for the AIR (American Institutes for Research) evaluation design. It poses questions concerning the evaluation methodology, identifying major discrepancies in the identification of the target population, the selection of control groups, the test instruments used, the amount of time between pre- and post-testing, the lack of consistency in programs being studied, the adequacy of instructional staff, and the source of funds being used. It is the opinion of IDRA that inadequacies in methodology, sampling, instrumentation, controls and implementation make the AIR findings highly questionable. Since it is obvious that there are problems and discrepancies in the implementation of bilingual programs, it is recommended that the U.S. Office of Education channel federal resources towards further analysis of this problem.

GB

Clarkson, William M. Spanish-Language Materials for the Spanish Speakers, 1978.

Reviews eight works representing a cross-section of pedagogical approaches as well as a large portion of the currently available Spanish-language textbooks for the Spanish-speaking.

6.4 MATERIALS

GB

Cohen, Rosalie A. "Conceptual Styles, Culture Conflict, and Nonverbal Tests of Intelligence," in Cultural Relevance and Educational Issues, F. Ianni and Edward Storey, eds., Boston: Little, Brown and Co., 1973.

Deals with cross-cultural differences in general, and school performance in cross-cultural context in particular, focusing primarily on the incompatibility of two major conceptual styles, the "analytic" (typical of the mainstream in the U.S.A) and the "relational," showing how these styles are associated, respectively, with "formal" and "shared-function" primary group socialization settings. Recent "culture free" nonverbal tests of intelligence are discussed. It is argued that by stressing the analytic conceptual style, these tests may discriminate more against certain classes of students.

GB

Cordasco, Francesco, ed., The Bilingual/Bicultural Child and the Question of Intelligence.

Thirty-five articles dealing with the testing of bilinguals, the effects of bilingualism on intelligence, culture fair testing and other information relevant to achievement measurement of bilingual children.

H

Cornejo, Ricardo J. "A Criterion-Referenced Assessment System for Bilingual Reading," California Journal of Educational Research, No. 5, pp. 294-301.

Describes Sober-Espanol, a system for objectives-based evaluation in reading, appropriate for children participating in bilingual programs. The program is a major component of the Program for Research on Objectives-Based Evaluation (PROBE).

6.4 MATERIALS

H

Cota-Robles Suarez, Cecilia. "Values in the Development of Curriculum for Chicanos." In Cultural Issues in Education: A Book of Readings. Pomona, Calif.: National Multilingual-Multicultural Materials Development Center, California State Polytechnic University, 1978. pp. 49-61.

The author lists 10 factors that are in conflict with the values of the Chicano learner and the Chicano Community.

1. Racial prejudice: denial of equal treatment to all based on social mores, founded in ethnocentrism and institutionalized in the current system of education.
2. Stereotyping: Reinforced by the literature and the media.
3. Blaming low achievement of Chicanos on their language and culture.
4. Supressing the language and culture of Chicanos: both are assets and should permeate the curriculum.
5. Lack of parental involvement and community involvement in the decision-making of the school and school district.
6. Under-representation of Chicanos in public schools: they should be represented in all levels in proportion to the Chicano population.
7. Use of Ability Grouping: biased tests have been used as criteria. Chicanos are over-represented in low-ability groupings.
8. Inadequacy of the staff working with Chicanos: teachers should be proficient in the language and culture of the students and should be able to implement a curriculum that is relevant to them.
9. Irrelevancy of the training of the staff working with Chicano students: so far the institutions have lacked Chicano faculty, and courses. Methodology is inadequate.
10. Monolingual/Monocultural Education: bilingual education designed for needs that are determined by surveying communities is necessary.

The author also points out that the curricula for the Chicano student has not considered the Chicano's lifestyle, needs, cultural attributes or language characteristics. Since values are the ideals of life that members of a given society regard as desirable, curriculum objectives should be in harmony with the values of a school district.

6.4 MATERIALS

F

Cox, Lorraine. Carvbon Bilingual Project: Final Evaluation Report, 1973-1974, U.S. Educational Resources Information Center, September, 1975.

Evaluation report of the Carvbon Exemplary Bilingual Project for 73-74. In its 2nd year, this English/French program involved 2 kindergarten, 2 first grade and 2 second grade classes. The report includes a description of the project and a discussion of the procedures used to evaluate it, as well as an assessment of each of the five project components: instructional, staff development, community involvement, materials development, and management; and a section on summaries and recommendations. The major conclusion is that the program students performed as well as comparison non-program students, and that skill acquisition was not harmed by the program. An appendix deals with students who received special services for behavioral and/or academic problems.

GB

De Avila, E.A. and B. Havassy. "The Testing of Minority Children, a Neo-Piagetian Approach," Today's Education, 1974, Vol. 63, No. 4, p. 72.

Presents a neo-Piagetian model of listening designed by De Avila and Havassy, which they deem more reliable than standardized testing, because it allows for differences in language and ethnicity. The inaccuracy of standardized testing in measuring the skills of minority children is due to: 1) heavy reliance and socialization practices of the minority culture; 2) productivity or level of appropriation; and 3) experience in specific learning, i.e., vocabulary skills. The authors also draw from Program Assessment Pupil Instruction (PAPI), a computerized system designed for administrative or searching needs.

H

de Leon, Fidel. El Espanol del Suroeste y el Espanol Standard, and Espanol: Material Para el Hispano, Manacha, Tex.: Sterling Swift Publishing Co., 1976.

The target group of each is the native speaker of Spanish at the high school or college level. Both books are self-paced modular and individualized in their approach. Each seeks standardization in written Spanish (not in speech) by comparing and contrasting the three dialects of the student, i.e., Southwest Spanish, English, and standard Spanish.

6.4 MATERIALS

H

Diez y Seis Heritage Unit. Follow Through Project, University of California, Riverside, Calif.

A book designed for presentations during the month of September. It includes stories about leaders in the Independence Movements of Mexico and of the United States such as Father Hidalgo, Paul Revere, Jose Maria Morales, and Benjamin Franklin. This unit provides the story, materials, and preparation objectives and activities to follow the story. Activities and objectives up to grade three are provided separately.

I/H

Dissemination and Assessment Center for Bilingual Eudcation. CARTEL: Annotations of Bilingual Multicultural Materials. Vol. IV, No. 3. Austin, Texas: DACBE, 1978.

Annotated listing of written and audiovisual materials for bilingual multicultural education. Includes areas of: assessment and evaluation, bibliographies, career education, Choctaw materials, classroom resources, early childhood, Navajo materials, periodicals, professional readings and resources, science and health, social studies, Spanish as a second language, Spanish language arts, supplementary reading, and indexes by title, author, subject and publisher.

6.4 MATERIALS

GB

Dissemination and Assessment Center for Bilingual Education. Teacher Training Bibliography: An Annotated Listing of Materials for Bilingual Bicultural Teacher Education. Austin, Texas: DACBE, 1976.

Annotated listing of materials of potential use in training teachers and administrators for service in bilingual bicultural education programs. Materials were recommended by educators at institutions of higher learning, state education agencies, the Texas Information Service at the Education Service Center, Region XIII, Austin, and the DACBE staff. Entries are arranged topically under: Bilingual Education, Teacher Training, Cultural Awareness, The Student, Language Acquisition and Second Language Learning, Methods and Materials, Evaluation, and Indexes. Lists sources that focus on theories of BE, defintions of bilingualism, biculturalism, models, program descriptions, how to teach different cultures, bilingual students and language learning, evaluation of students, teachers and programs, etc. Good point of departure for more intensive/extensive study.

GB

Dunn, Lynn P. American Indians: A Study Guide and Source Book, 1975.

A study/resource guide on American Indians designed for secondary teachers and students, focusing on 1) identity, 2) conflict, 3) integration vs. materialism. Each theme presents a study which is paralleled by notes and bibliographic citations. This guide emphasizes humanistic concerns and utilizes numerous literary sources.

GB

ERIC Clearinghouse on Early Childhood Education. American Indian Education: An Abstract Bibliography, Urbana, Illinois, 1975.

Seventy-three entries on surveys of the special needs of American Indians, descriptions of federally-sponsored projects on American Indian education, evaluations of American Indian schools, studies of American Indian cultural traits, research on instructional approaches and techniques, and curriculum materials for and about American Indians.

6.4 MATERIALS

H

Evans, Joyce, and A.E. Guevara. "Classroom Instruction for Young Spanish-Speakers," from Selected Articles on Bilingual Education, compiled by Peggy C. Duvall, Multicultural Program/School of Education, University of San Francisco.

Advises that instructional materials developed specifically for the Spanish-speaking child are not always available and a literal translation of English-language materials into Spanish may be inadequate and/or inaccurate. Language variations must be taken into consideration. Programs designed for the Spanish-speaker and taught by a certified bilingual teacher are deemed preferable. When this is not possible, temporary solutions or arrangements can be implemented within schools and/or preschool centers in order to build upon the child's native language and cultural background.

GB

Fishman, Joshua, A., et al. "Guidelines for Testing Minority Group Children," in Education for the Disadvantaged, A. Harry Passow, Miriane Goldberg, and Abraham J. Tannenbaum, eds., New York: Holt Rinehart, and Winstone, 1967.

In this rather technical article the reliability, reality and interpretation of results of standardized aptitude and achievement tests given to minority and "culturally disadvantaged" children are discussed. It is suggested that these tests no longer be routinely and mechanically administered, but be used with an informed appreciation of their benefits as well as their limitations and be interpreted with an understanding of what is behind the scores.

6.4 MATERIALS

H

Frankfort, Nancy. The English as a Second Language Component of Selected Bilingual Programs in a New York City Community School District: A Descriptive Study, Ed.D. Dissertation, New York University, 1975.

Describes the teaching of English as a second language in the bilingual programs of five selected elementary schools in New York City. These English/Spanish programs were among the first to be implemented in New York City under the provisions of the Bilingual Education Act and they had been in operation for four years. Recommendations are made for modifications of the English as Second Language component of the bilingual programs, in the areas of curriculum and materials, methodology, education, and teacher training. Additional recommendations are made for guidelines to be used in the establishment of such programs and proposed areas of needed research in ESL and bilingual education.

Describes the teaching of English as a second language as it functioned within the bilingual programs of five selected elementary schools in New York City. These programs were among the first to be implemented in New York City. Findings describe teachers' competencies in English and Spanish; licensing and training in teaching ESL; techniques, materials, and procedures for the audio-lingual method; assessment of students' language difficulty and evaluation of progress; and treatment of children with special difficulties.

6.4 MATERIALS

H

Gonzalez, Gustano. "The Development of Curriculum in L1 and L2 in a Maintenance Bilingual Program." Pomona, Calif.: Multilingual-Multicultural Materials Development Center, California State Polytechnic University, 1979, pp. 121-128.

Gonzales contends that the first Title VII bilingual programs were little more than ESL programs, but Chicanos began to see the bilingual/bicultural programs as a means of strengthening, maintaining and even "recapturing" their culture and language. However, even though federal regulations demanded growth in the first language as well, maintenance programs have progressed little beyond the concept stage.

GB

Gordon, E.W. and M.L. Jaramillo. *Process vs. Status in School Desegregation: Using Cultural Differences for Educational Success*, Riverside, CA.: California University, 1972.

The first paper in this booklet summarizes the desegregation strategies that have been used either singly or in combination to ethnically balance schools. An overview of the services and resources available to school districts from the National Center for Research and Information for Equal Educational Opportunities is also presented.

The second paper discusses the role played by its author in drawing attention to cultural differences which exist between ethnic groups in New Mexico. It describes the methods that the Cultural Awareness Center uses in working with school personnel to demonstrate the unique behavioral styles of various minority group children. It also discusses several ways to improve cultural pluralism on a monolithic social system in a practical and effective way.

6.4 MATERIALS

GB

Grove, C.L.N. (Comp). The Intensively Annotated Bibliography on Cross-Cultural Problems in Education, New York: Inst. of International Studies, Columbia University, 1975.

Includes 125 items and lists books and where they can be located. It also lists documents that deal with problems in human interaction due to differences in cultural background and specifically those that relate cross-cultural differences to the educational process in a school setting. Among the topics dealt with are language and linguistics, bilingual education, pre- and inservice education, nonverbal education, visual perception, cultural patterns, testing non-mainstream children, and international exchange programs.

GB

Harrington, Charles E. "Pupils, Peers, and Politics," in Cross-Cultural Approaches to Learning, Charles C. Harrington, ed., New York: MSS Informative Corp., 1973.

This report takes a rather novel view of cross-cultural problems in education. The author discusses ways in which political socialization is accomplished in schools, indicating that schools are decidedly undemocratic institutions which perform a useful function for the basically conservative state. Differences in the contents of textbooks and lessons for different categories of children are discussed.

GB

Harris, David P. Testing English as a Second Language, New York: McGraw Hill, 1969.

This text presents measures used to test English language skill in non-English dominant or foreign students. He discusses tests of grammatical structure, auditory discrimination, vocabulary, reading comprehension, writing ability, oral production, etc., as well as reliability, validity, basic test statistics, and practical concerns such as preparing, administering and interpreting a test. Included is a short bibliography of works on language testing and general measurement.

6.4 MATERIALS

H

Hickey, T. "Bilingualism and the Measurement of Intelligence and Verbal Learning Ability," Exceptional Children, 1972, Vol. 38, pp. 24-28.

Study analyzes some of the problems of assessing intelligence and verbal learning ability among Mexican-American preschoolers. These bilingual children encountered greater difficulty in correctly identifying verbal noun concepts on the Peabody Picture Vocabulary Test. Structural and idiomatic differences between the English and Spanish languages were thought to be the source of the difficulty. The study emphasizes the dangers of reliance upon methods of evaluation and prediction which are not analogous to the context of the particular learning style.

GB

Hubble, M.W. Multicultural Curriculum Training with Prestudent Teachers in Language Arts, Ph.D. Dissertation, University of New Mexico, 1972.

Addresses two problems in multicultural education: the inability of teachers to relate to and understand the culturally diverse learner; and the dearth of teaching materials based on the minority group members' cultural heritages. Reports the development of a Multicultural Curriculum Center (MCT) to promote an understanding of and positive attitudes toward teaching culturally diverse learners among prospective teachers.

GB

Joseph, Andre. Bicultural Socialization and the Measurement of Intelligence, Ph.D. Dissertation, Georgia State University, School of Education, 1975.

The purpose of this investigation is to show that IQ tests represent a special kind of measurement instrument: they are systems of classifications of individuals with reference to others. The results indicated that traditional tests of intelligence are specific to certain ethnic-socio-economic groups.

6.4 MATERIALS

H

Inter American Research Associates. *A Bibliography of Bilingual/Bicultural Preschool Materials for the Spanish-Speaking Child*, 1977.

The items in this bibliography are grouped into curriculum guides, instructional materials, and supplemental materials. Each notation includes who it is designed for, where, when, and how it is to be used.

H

Johnson, Harry A. *Selected Films and Filmstrips on Four Ethnic American Minorities* (Afro, Indian, Oriental, and Spanish-Speaking), Stanford University, Calif., January 1970.

Presents educational films and filmstrips for teaching about four ethnic American minorities--Afro-American, Native-American, Oriental-American, and Spanish-speaking American. Selections were made on the basis of authenticity, suitability for children and youth, and relevance in today's world.

H

Los Angeles City Unified School District. *Early Childhood Education Prekindergarten: Program Guide for Teachers*, Los Angeles, Calif.

Describes learning experiences for children just entering school. The guide is written in English and Spanish but instructions are in English. Contains a list of the general characteristics of the preschool child ages 2, 3, and 4. It also contains a bibliography of professional and children's books that pertain to preschool education. Cognitive skills to be developed include: (1) perceptual motor skills as they relate to reading and general body movement, (2) vocabulary, listening, and pre-reading skills, (3) thinking and problem solving in the areas of science, social studies, and mathematics, and (4) self-expression through art and music.

In the affective domain, the guide hopes to help the child (1) to feel good about himself and about others, (2) to develop and interest in learning, and (3) to be more receptive to learning.

6.4 MATERIALS

H

Mercer, Jane R. Implications of Current Assessment Procedures for Mexican-American Children, Bilingual Education Paper Series, Vol. 1, No. 1, California State Department of Mental Hygiene, Sacramento, California, August 1977.

Failure to take into account cultural differences and failure to recognize the cultural biases in standardized intelligence tests, i.e., the Wechsler Intelligence Scale for Children and the Stanford Binet Intelligence Tests, are the primary reasons for disproportionately large numbers of Mexican-American children being labeled as mentally retarded. The author suggests the following three-step process as the pluralistic evaluation of intelligence: (1) identifying sociocultural characteristics correlated with IQ for Mexican-American children;(2) developing a sociocultural index for classifying children; and (3) interpreting IQ against two norms based on the distribution of scores for persons from comparable sociocultural backgrounds.

I

Merrill Publishing Co. Vamos a Descubrir la Ciencia, Columbus, Ohio.

Introduces young children to methods and ideas in science. The child learns through discovery and investigation, in groups or individually, in class or out in the field. Children have the opportunity to develop ideas, formulate hypotheses, make generalizations, and infer and make conclusions.

H

Michigan State Department of Education. A Bibliography of Materials on the American Indians and the Spanish-Speaking, Lansing, Mich., 1975.

The 447 materials annotated in this bibliography include such topics as art, cultural differences, languages, customs, socio-economic influences, history, folk culture, and literature of the Spanish-speaking and the Native American.

6.4 MATERIALS

GB

Michigan Department of Education. A Bilingual Oral Language and Conceptual Development Program for Spanish-Speaking Preschool Children, Ann Arbor, Michigan, 1968.

Sixty-one Spanish oral language lessons followed by 59 English language lessons, designed to teach the children to understand and discuss basic ideas about size, color, number, time, and space; to be able to identify and describe familiar objects and relationships; and to ask questions in standard English. An oral language test of productive English is included to allow the teacher to determine student progress. Suggestions for teachers are divided into seven units: naming, describing, locating, counting, grouping time, sequencing, and renew. Each unit is subdivided into 15-minute lessons in oral language development.

H

Miller Brady Productions, Inc. The Early Learning Filmstrip Library, New York.

Designed to enable the students to attain skills in making observations, making inferences, and understanding logical sequence, cause and effect, and opposites. Also included is a list of books and records related to the filmstrips and music and lyrics to several songs which can be used to follow up and enrich the filmstrips. Includes three to seven years English/Spanish--six filmstrips, six cassettes, and a Teacher's Guide.

GB

Morgan, J.C. The Effects of Bilingual Instruction on the English Language Arts Achievement of First Grade Children," Ed.D. Dissertation, Northwestern State University of Louisiana, 1971.

The study investigates whether first grade pupils who come from bilingual families obtain significantly higher scores through a bilingual educational program than bilingual first grade pupils who are from a monolingual educational program. On all measures--analyzing words without the aid of context, reading comprehension and spelling--those taught by a bilingual program scored higher. Both groups did equally well in vocabulary and word study skills.

6.4 MATERIALS

GB

Mowder, Barbara. "Assessing the Bilingual Handicapped Student," Psychology on the Schools, Vol. 16, No. 1, pp. 42-50, 1979.

This paper explores the issues involved in assessing bilingualism and handicapping conditions of bilingual, culturally different children. In addition, it evaluates the assessment methods that have been devised.

I

National Indian Education Association. Index to Bibliographies and Resource Materials: Project Media, Summer 1975, Minneapolis, Minn., 1975.

Eighty-four cited bibliographies; 30 citations of resource materials; 21 citations of commercial film catalogues; 13 citatations of new books, records, serials, etc.; 92 citations of organizations; 217 citations on films, filmstrips, filmloops, and other resource materials by or about Native Americans.

I

New Mexico State University. American Indian Education--A Selected Bibliography (With ERIC Abstracts), Austin: National Educational Laboratory Publishers, Inc., 1977.

A bibliography representing 248 citations and abstracts which appeared in RIE between April 1976 and May 1977. The subject areas most frequently cited included American Indian culture and language, bilingual education, cultural awareness, elementary/secondary education, program descriptions and evaluations, reading and instructional materials, history, educational alternatives, and federal legislation.

6.4 MATERIALS

B/H/I

New York State Education Department. Materials, Programs, Services for Multicultural Education, 1977.

Catalog containing descriptions of elementary and secondary curriculum materials, programs, and services for multi-ethnic education. It is intended to help New York state teachers motivate students to acquire knowledge and sensitivity toward blacks, Puerto Ricans, and Native Americans.

GB

Olesini, Jose. The Effect of Bilingual Instruction on the Achievement of Elementary Pupils, Ph.D. Dissertation, East Texas State University, 1971.

In this study the achievements of two composite groups of bilingual students in the subject areas of vocabulary, reading, spelling, language, arithmetic concepts are evaluated to determine if bilingual instruction had made a significant difference in the academic achievements of the children. The results indicate that bilingual children of both sexes achieve greater gains in the academic curricula when they are instructed with bilingual methods. Bilingual instruction reduce the language handicap that bilingual children encounter at school.

I

Palm, Charles. Government of the Indian People, Indian Ethnic Heritage Studies, 1975.

This interdisciplinary unit contains seven lessons on the history of the Government of Indians, from 1987[sic]-1970, including objectives, activities, and evaluation. Intended for students at the intermediate and junior high levels.

6.4 MATERIALS

GB/H

Patterson, Marti Kay. A Descriptive Analysis of Methods and Materials for Teaching Bilingual Spanish-Speaking Students in the Bilingual Program in Texas Public Schools, Ed.D. Dissertation, Baylor University, 1976.

The purposes of this study were (1): to determine who holds primary teaching responsibility for bilingual biculturalism in the public schools, (2) what methods and materials are being used in these programs to teach bilingual students, and (3) to obtain and interpret teacher opinions of the major curricular problems faced in investigating a bilingual program. It is found that: (1) the majority of the teachers in bilingual classrooms in Texas are bilingual, most are certified in bilingual culturalism or hold temporary certification while working toward professional certification, (2) the use of paraprofessionals in the bilingual classroom is a widespread policy, (3) teachers of bilingual education across Texas are planning for bilingual instruction through the use of pre-determined student objectives in all fourteen areas recommended by the Texas Education Agency (TEA), (4) fourteen areas of instruction are being taught in both English and Spanish by a majority of the districts for an approved length of time per week meeting the guidelines established by the Texas Education Agency; (5) the methods used center primarily around small groups or on individualized instruction and include a great variety of activities; (6) instructional materials are mostly teacher-made; and (7) there is weak compliance with the TEA guidelines with respect to student grouping and parent advisory committee involvement.

GB

Peal, E. and W.E. Lambert. "The Relationship of Bilingualism to Intelligence," Psychological Monographs, 1962, Vol. 76, No. 27, pp. 1-23.

This paper includes a review of the literature for studies concerning the detrimental effects of bilingualism on intelligence, the favorable effects of bilingualism on intelligence, and no effect of bilingualism on intelligence. The author presents the research designed to examine more extensively the effects of bilingualism on the intellectual functioning of children and to explore the relations between bilingualism, school achievement and students' attitudes to the second language. The researchers conclude that "bilinguals performed significantly better than monolinguals on both verbal and non-verbal intelligence tests." It is argued that they have a language asset, are more facile at concept formation, and have a greater mutual flexibility.

6.4 MATERIALS

GB

Perinparayagam, Granesmaran. Towards Becoming Bilingual - Cognitive and Semantic Considerations in Language Acquisition, Thiru Raj, Ph.D. Dissertation, The University of New Mexico, 1973.

Reports an experiment conducted on a group of twenty nine-year-olds and ten-year-olds to discover the process of second language acquisition when the terminal product is a monolingual in the second language.
The author concluded that if the terminal product is to be the second language dominant bilingual, greater emphasis should be placed on vocabulary rather than on syntax.

I

Publitz, Mona. Indian Memories, Indian Ethnic Heritage Studies Curriculum, 1975.

An interdisciplinary effort drawing on the memories of elderly Indians brings the reflections of older Indians to children for analyzing and understanding the past, many values, myths, beliefs, and ways of life. Includes eight lessons containing behavioral objectives, preparation of lesson plans, interpretation of the narrative, explanations of the activities, reproducible activity sheets, and evaluation.

OLC

Pulu, Tupon L., et al. White Mountain Reader, Alaska State Operated Schools, Anchorage, 1976.

Describes in story form some aspects of life, primarily hunting, fishing, and related activities, among males of the White Mountain Region of Alaska. The text is printed in both English and Inapiat and illustrated with drawings.

6.4 MATERIALS

H

Randle, Janice Ann Whitehead. A Bilingual Oral Language Test for Mexican American Children, Ph.D. Dissertation, The University of Texas at Austin, 1975.

The study deals with the development of a Bilingual Oral Language Test composed of comprehension and production tests in Spanish and English which are parallel in form and similar in content for both languages. The application of the test showed that the age of the subject proved to be statistically significant for Spanish comprehension scores and teacher ratings on Spanish comprehension and production, but not significant for any of the English test scores or teacher ratings.

H/GB

Regional Education Agencies Project on International Education. A Resource Manual for Implementing Bilingual Education Programs, (Section 505, Title V Elementary and Secondary Education Act P.L. 89-10). n.d., pp. 4-5.

Reference is made to the Statewide Design for Bilingual Education approved by the Texas State Board of Education which places emphasis on these major goals: (1) implementation of programs for students whose first language is Spanish; (2) implementation of programs for students whose first language is English; (3) development of measuring instruments for children in bilingual programs; and (4) staff development.

H

Richmond Babel Productions. Espanol como Segundo Idioma, Teacher's Guide--Level One, Berkeley, Calif., 1971.

Consists of a series of units, each one covering approximately one month of school time. Included in each unit are the activities and materials to be used, as well as the objectives for the unit written in English or Spanish. Instructions to the teacher are written in English.

The guide is designed for use in a classroom that is composed of learning centers using English as a language of instruction and some using Spanish. Concepts to be taught include: colors, numbers, geometric shapes, body parts, weather, family, animals, foods, and days of the week. An appendix of finger plays, nursery rhymes, and flannel board stories, all in Spanish, supplement the units in the guide.

6.4 MATERIALS

GB

Rivera, Carmil Elena. "Administration, Supervision and Implementation of a Bilingual Bicultural Curriculum," in Bilingual Schooling in the U.S.--A Sourcebook for Education Personnel, Francesco Cordasco, ed., New York: McGraw Hill, 1976.

A description of goals of bilingual schooling and a list of available materials as they apply to different curriculum components.

GB

Rodriguez M., Juan C. Supervision of Bilingual Program, Ph.D. Dissertation, New York: Arno Press, 1978.

An analysis of the implementation of the nation's first mandatory legislation in bilingual education--Chapter 71A, Transitional Bilingual Education Act of the Commonwealth of Massachusetts, through a review of pertinent documents and interviews with parents, community leaders, teachers, and students.

I

Schaulis, Saundra, et al. Native American Career Education Project: State of the Art Study, Far West Laboratory for Educational Research and Development, San Francisco, Calif., 1977.

A review of current career education literature and materials which handle the formation of models useful in developing career education for Native Americans. From philosophical statements to instructional materials and units. Overview of the most significant concerns and issues on Native American education (bilingual education and cultural awareness), including reports on curriculum programs and materials being developed by Native Americans.

GB

Seelye, H. Ned and Billie M. Navarro. A Guide to the Selection of Bilingual Education Program Designs, Arlington Heights, Illinois: Bilingual Education Service Center, 1977.

Nine models, eight that are bilingual and one to be used as an emergency interim program, are described and charted in this kit prepared for school administrators. The models range from self-contained designs to magnet center designs to itinerant teacher designs. The applicability, student participants, facilities, and materials needed are described. Materials, disadvantages of each type are outlined. Sample scheduling patterns are included. The charts included show how to start with the numbers of Limited English Speaking Ability students present to determine the most desirable program.

6.4 MATERIALS

H

Skoczylas, Rudolph V. An Evaluation of Some Cognitive and Affective Aspects of a Spanish-English Bilingual Program, Ph.D. Dissertation, The University of New Mexico, 1972.

The study was undertaken to construct and apply an evaluation model to determine if bilingually instructed children in a particular program have, in fact, suffered a loss in linguistic, academic, or cognitive growth, and if their self image and attitudes toward the two salient ethnolinguistic groups were less favorable than those of their monolingually instructed counterparts. No significant differences between the experimental and control groups are found on measures of oral English skills, Spanish listening comprehension, intellectual functioning and attendance rates. The experimental group scored higher in Spanish speaking proficiency. The control group scored higher in the math test administered in English. The bilingually instructed pupils appear to be developing a positive and democratic attitude toward Anglo- and Mexican-Americans and a self image that is favorable and not adversely affected by bilingual training. It is also found that the best single prediction of academic achievement and cognitive growth is parents' education.

GB

Southwest Educational Development Laboratory. Bilingual Early Childhood Program--Level One, Austin, Tex., 1973.

A complete instructional program to be used with the three-year-old child. It includes an instructional component, a staff development component, a parental involvement component, and a music component. The teacher's manual explains the teacher's role in each of the four components.

6.4 MATERIALS

GB

Southwest Educational Development Laboratory. Bilingual Early Childhood Program--Level Two, Austin, Tex., 1973.

Designed to develop the concepts and skills acquired at Level One and to develop English syntax. Unit titles are: "Tools," "Money," "Wild Animals," "Fish," "Birds," "Insects," and "Plants." To be used with four-year-olds after they have completed Level One of the same series. Includes four components: instructional, staff development, parental involvement, and music. The teacher's manual explains the teacher's role in each of the four components.

Supplementary filmstrips, puzzles, and audio-tapes are included, with mastery tests for each unit. All material in English and Spanish.

GB

Southwest Educational Development Laboratory. Bilingual Early Childhood Program--Level Three, Austin, Tex., 1973.

Designed to be used with five-year-olds in classrooms where children have completed Level Two of the series. Includes four components: Instructional, staff development, parental involvement, and music. The teacher's manual is included.

At Level Three, motor skill development is expanded to include writing skill development. Unit titles are the same as in Units One and Two, with the following additions: School Safety, Classroom Environment, and Self-Concept.

H

Stanley, Frank Vasa. A Comparison of Selected Intelligence Scales with Bilingual Children, Ed.D. Dissertation, The University of Nebraska, 1971.

The relative merits of the Wechsler Intelligence Scale for Children (WISC) and History - Nebraska Test of Learning Aptitude (H-NTLA) in obtaining measurements of intelligence of Mexican-American bilingual children are determined. The results indicate that the utilization of performance measures of intelligence would be more appropriate than verbal measures of intelligence with young Mexican-American bilingual children. The difference between the verbal and performance measures of intelligence tend to decline with age.

6.4 MATERIALS

H/GB

Texas Education Agency. Bilingual Education Resource Manual, K - 3, 1977.

Identifies six characteristics of the instruction components, and the elements of pre-kindergarten and kindergarten bilingual education, including scheduling and the different components (subject areas). The same format is used to identify the different elements--scheduling, goals, and subject areas for grades 1 - 3.

Identifies different types of materials which are very effective in pre-kindergarten and kindergarten. The section on "Las Artes del Lenguaje" contains suggestions for grade levels K - 3. Suggestions for materials are also given in the content area sections, as well as in the fine arts section.

6.4 MATERIALS

GB/H

Texas Education Agency, Division of Curriculum Development. New Textbook Adoptions: Some Information to Assist School Districts in Local Selections, December, 1976.

Provides information concerning textbook adoptions to assist school districts, especially the local textbook selection committee, in making local selections. Each subject area is covered at each grade level, along with specific recommendations to be kept in mind while making a selection for a subject area in a particular grade level. A description is included for every textbook or instructional system(s) up for adoption.

H

Texas Education Agency. Principles, Standards, and Procedures for the Accreditation of School Districts, A Supplement-Publication No. AD 7 825 01 May, 1977.

Selected Citations on Curriculum Requirements from the Texas Education Code.

6.4 MATERIALS

H

Texas Education Agency, Textbook Division. Textbook Proclamations of the State Board of Education.

Proclamation No. 50 1974

States the guidelines and the criteria for materials adoption, Kindergarten through grades 1 and 2. Spanish Language Development Systems, Math Systems in Spanish, and basal and supplementary reading systems in Spanish are covered. Pages 34; 55-70.

Proclamation No. 51A, 1975

States the guidelines and criteria for textbooks for grades 1 and 2 (for Social Studies Systems) in Spanish. Pages 44; 55; 59-62.

Proclamation No. 52, 1976

States the guidelines and the criteria for textbooks (systems) in grade 3 in these areas: (1) English as a second language; basal and supplementary readers in Spanish; math and science in Spanish; language development in Spanish, and dictionaries. Pages 13-16.

Wooley, Joanne Norris. The Development of a Realistic Vocabulary List of Use with Primary Children in Spanish/English Bilingual Classes, Ed.D. Dissertation, University of Southern California, 1974.

The primary purpose of the study was to compile a realistic vocabulary list in English and Spanish to be used in the development of curricular materials for bilingual Spanish/English speaking students in the primary grades.

A list of words was compiled and translated and a test was developed in English and Spanish, and administered to determine correlations between scores and reading achievement and how well it differentiated between four groups selected on the basis of English and Spanish skills. The test was found to be of appropriate use as a measure of a child's ability to use Spanish and English language in terms of vocabulary. The list may appropriately be used as a basic list for the development of curricular materials.

6.4 MATERIALS

H

Yorrow, Beth. Bilingual/ESL Programs for Migrant Children, New Mexico State University, National Educational Laboratory Publishers, Inc., Austin, Tex.

Discusses the development of special programs for Spanish-speaking migrant children. Topics covered are: definition of bilingual education and ESL, judicial and legislation support, pre-program assessment, grade and age level, children's length of stay, integration with or segregation from regular school program, selection of program models, establishment of instructional program goals, program staff, parent and community involvement, support services, instructional materials, student and program evaluation, and dissemination.

GB

Zamora, E. History of BBE in Texas, n.d.

Describes English as a Second Language (ESL): Following well-established audiolingual methods used in teaching a second language, ESL adapts to individual needs of each learner by systematically providing instruction at his/her level of English proficiency. It excludes Limited English Speaking Ability (LESA) child's home language and culture as media of instruction.

7. STUDENT CHARACTERISTICS

Language Dominance (By Domain)
Language Proficiency
Linguistic Competence
SES
Cognitive Ability
Cognitive Style

H

Barerra, Mario. Bilingual Program Implementation: A Handbook for Teachers and Administrators, Austin: Dissemination and Assessment Center for Bilingual Education, 1978.

Presents curriculum on the basis of how the child learns a language: listening, oral language development, reading, and writing. Goes on to math, social studies, science, and basically encourages the teaching of the complete basic curriculum in English and Spanish, depending on the language proficiency of the child at various stages of his/her development.

H

Blanco, George, et al. Bilingual Education: Current Perspectives - Volume 4, November 1977.

The Office of the Commonwealth of Puerto Rico and the Center for Applied Linguistics cooperated in a state-of-art study of the field of bilingual education. The study covers four general areas concerned with bilingual education, social science, languages and linguistics, and law and education. This is the fourth in a series of four volumes that present the major papers and viewpoints on education including: The Education Perspective," by George Blanco, and the following viewpoints: Budgeting for Bilingual Education; by Jose A. Cardenas, "Psycholinguistic Evidence" by James Cummios, "Analyzing Bilingual Education Costs," by Joseph D. Garac, "Cross-Cultural Research" by William Hall, "Meeting the Needs" by Byron W. Hansford, "The Importance of Testing," by Protase Woodford.

7. STUDENT CHARACTERISTICS

B/I/GB

Banks, S.L. Inquiry Techniques in Teaching a Multi-Ethnic Social Studies Curriculum, Baltimore, Md.: Baltimore City Public Schools, 1974.

The materials presented are an outgrowth of an inservice program focusing on multi-ethnicity. Articles deal specifically with Native Americans, Jews, and Black Americans. It also contains strategy models and practical considerations for effective inquiry teaching. Other topics deal with cultural pluralism, the melting-pot theory, the theories of Christopher Jencks, and a critical assessment of the Kerner Report. Considerations on the use of community resources and school community relations in ethnic studies conclude the work.

H

Bates, Evid May Bushwell. The Effects of One Experimental Bilingual Program on Verbal Ability and Vocabulary of First Grade Pupils, Ed.D. Dissertation, Texas Tech University, 1970.

This study compares the mean gain in English verbal ability of first grade Mexican-American and Anglo-American pupils enrolled in a selected bilingual program with pupils not enrolled in the program. A secondary purpose was to ascertain if there was a significant difference in the mean gain of Spanish and English vocabulary among the Spanish-speaking and non-Spanish-speaking first grade pupils receiving bilingual instruction.

There was no significant difference in the mean gain of the total experimental group. These findings seem to suggest that neither the Mexican-American nor Anglo-American pupil has been penalized in English verbal ability by being enrolled in a bilingual program of instruction. The results further suggest that the pupils enrolled in the bilingual program have had the added advantage of language development in Spanish.

H

Bernal, Ernest M., Jr. Concept Learning Among Anglo, Black and Mexican-American Children Using Facilitation Strategies and Bilingual Techniques, Ph.D. Dissertation, The University of Texas at Austin, 1971.

Concept learning among Blacks, Anglos, English monolingual Mexican-Americans, and Spanish-English bilingual Mexican-Americans was studied under two different conditions: 1) according to standard, printed directions, and 2) under facilitation which included practice on similar test items with feedback. The conclusions are: (1) concept learning tasks normally favor Anglo students because of a differential experience readiness among ethnic groups to take these tests; (2) environmental influences can serve to equate groups; and (3) the heredity vs. environment explanations of ethnic differences in concept learning under standard conditions are in one sense irrelevant, for the problem may be said to pivot on the familiarity-unfamiliarity of test content for diverse groups and on pretesting preparations or directions given to students.

H

Berney, Tomi Deutsch. The Effects of Language Choice on the Task Success of Bilingual Children, Ph.D. Dissertation, Yeshiva University, 1972.

An attempt to determine the effects of usual language of instruction and grade level on the performance of bilingual children on a specific learning task. The highest scores were achieved by students taught in the usual language of instruction, and the poorest scores came from students taught in Spanish. The study failed to confirm the hypothesis that instruction of Spanish dominant children in English will decrease their control over their native language.

GB

Bianchino, Francis Stephen. Televised and Recognized Administrations of Objective Testing on a Disadvantaged Bilingual Primary School Student Population, Ph.D. Dissertation, United State International University, 1975.

The comparative effectiveness of televised objective testing and conventional administration on a bilingual disadvantaged primary school student population are ascertained. The data indicate that language was a significant factor in test results. The mode of presentation was found to be a significant factor in that televised administration resulted in higher scores than did teacher-administered tests of the three instruments. The sex variable was significant on the Peabody Picture Vocabulary Test alone, where boys had higher scores. The grade variable was a significant factor since fourth graders scored in the expected superior direction on all three scores.

7. STUDENT CHARACTERISTICS

H

Bolger, P.A. The Effect of Teacher Spanish Language Fluency upon Student Achievement in a Bilingual Science Program, Ph.D. Dissertation, St. John's University, 1976.

This dissertation investigates the effects of two different types of bilingual science instructors upon student science achievement in a bilingual science program. It also considers the influence of student bilingual dominance upon science criterion scores used to determine program success and to compare teacher effectiveness.

Findings revealed that bilingual science education for seventh grade, junior high school students of Hispanic background resulted in student science achievement significantly different from that of comparable students in the conventional program. It also was found that superior program results were obtained by fluent Spanish-speaking science teachers. However, even though the students were comparable in terms of science competence, they were not comparable in terms of bilingual dominance. Later analysis revealed that control of student bilingual dominance can affect results.

GB

Brookover, Wilbur. School Can Make a Difference, College of Urban Development, Michigan State University, East Lansing, Mich.

Report of a major study on the relation of social systems to educational outcomes in elementary schools in Michigan. Differences in achievement between schools are explained on the basis of school social climate and social structure variables. Differences in mean self-concept of academic ability and mean student self-reliance were found to be better explained through school social deviate variables than through student body composition variables. Author concludes that the social climate structure and student role definitions which characterize a school social system will affect the cognitive and other social behavior required in that social system.

OLC/I

Brooks, Ian Royston. A Cross-Cultural Study of Concept Learning, September, 1975.

A comparative analysis of cognitive skills used by 8 year old Euro-Americans and Stoney Indians from the same geographic region. Some of the variables included: field independence, ability to perceive and compare attributes, level of abstraction, memory, and general intelligence.

For the Euro-Americans field independence correlates with the ability to perceive attributes. Both were related to the ability to verbalize concepts for the Stoney Indians memory played a greater role in problem solving.

H

Carrow, Sister Mary Arthur. A Comparative Study of the Linguistic Functioning of Bilingual Spanish-American Children and Monolingual Anglo-American Children at the Third Grade Level, Ph.D. Dissertation, Northwestern University.

A study of the linguistic functioning of two groups of third-grade children who differed in the number of languages spoken, but who were similar in regard to age, socio-economic background, and intelligence. The conclusion was drawn that the bilingual children were handicapped in some aspects of language, particularly those related to vocabulary and articulation. Results suggest that language difficulties of the bilingual children in this study are related to a paucity of linguistic and experiential stimuli for vocabulary development and the presence of confused and incorrect language and speech patterns in the home.

H

Chapa, Ricardo, Romeo. English Reading and the Mexican-American Child in a Second Grade Bilingual Program, Ph.D. Dissertation, Michigan State University, 1975.

An investigation of English reading achievement of Mexican-American children in a bilingual program (kindergarten through second grade). Self-concept of children was also investigated. The conclusion was that Mexican-American children in the bilingual program are not hindered in English reading achievement over the three-year period analyzed. It was also concluded that children in the bilingual program attained successful proficiency in Spanish reading, while maintaining success in English reading, and that the transitional bilingual program provided its participating pupils with proficiency in reading in two languages, while not hindering their English reading. No difference in self-concept was found in the two groups.

7. STUDENT CHARACTERISTICS

GB

Charg, Winona Lee. A Comparison of Certain Structures Written in English by Monolingual and Bilingual Sixth Graders, Ed. Dissertation, Boston University School of Education, 1971.

The purpose of this study was to determine whether bilingual twelve-year-olds of average and above-average intelligence write English as well as their monolingual classmates. The results of the investigation supported the hypothesis that monolingual and bilingual childfren differ in their written English. Despite significant differences between the two language groups, the bilinguals in the study did demonstrate the ability to write English.

H

Cohen, A.D. "Innovative Education for La Raza: A Sociolinguistic Assessment of a Bilingual Education Program in California." Ph.D. dissertation, Stanford University, 1973.

The study examines a series of research issues related to bilingual education and the effect on the language attitudes of parents whose children are in a bilingual study. Analysis indicates that Mexican-American youngsters are becoming literate in both Spanish and English, use Spanish without shame, more frequently than the comparison group, perform in academic subjects as well as or better than the comparison group, and are content about being Mexican-American and about their school experiences. The successful experiences of the children have had a positive effect upon their parents.

GB

Cohen, Rosalie A. "Conceptual Styles, Culture Conflict, and Nonverbal Tests of Intelligence," in Cultural Relevance and Educational Issues, F. Ianni and Edward Storey, eds., Boston: Little, Brown and Co., 1973.

Deals with cross-cultural differences in general, and school performance in cross-cultural context in particular, focusing primarily on the incompatibility of two major conceptual styles, the "analytic" (typical of the mainstream in the U.S.A.) and the "relational," showing how these styles are associated, respectively, with "formal" and "shared-function" primary group socialization settings. Recent "culture free" nonverbal tests of intelligence are discussed. It is argued that by stressing the analytic conceptual style, these tests may discriminate more against certain classes of students.

7. STUDENT CHARACTERISTICS

GB

Condon, C.E. Introduction to Culture and General Problems of Cultural Interference in Communication, New Brunswick, N.J.: Rutgers University, 1974.

Points out the importance of assessing intercultural relations, given that misunderstandings between members of different societies are apt to occur as a result of the speakers' tendency to communicate with each other through different viewpoints based on variant mental models of reality.

GB

Cordasco, Francesco, ed., The Bilingual/Bicultural Child and the Question of Intelligence.

Thirty-five articles dealing with the testing of bilinguals, the effects of bilingualism on intelligence, culture fair testing and other information relevant to achievement measurement of bilingual children.

H

Covey, D.D. An Analytical Study of Secondary Freshman Bilingual Education and its Effect on Academic Achievement and Attitude of Mexican-American Students, Ed.D. Dissertation, Arizona State University, 1973.

A study to determine whether: 1) the achievement in English, Reading and Mathematics of 9th grade Mexican-Americans enrolled in a bilingual program was significantly different from that of Mexican-American students enrolled in a regular program; 2) the attitude toward self, school, peers and teachers of 9th grade Mexican-Americans enrolled in a bilingual program was significantly different from that of Mexican-American students enrolled in a regular program. The conclusions supported the hypotheses except in the area of mathematics.

With the exception of mathematics, findings show that there are statistically significant differences between the groups in the academic discipline of English and the area of reading. The Mexican-Americans in the bilingual program achieve significantly higher in English and reading. They also show a more favorable attitude toward self, school, peers, and teachers than the group in the regular educational program.

7. STUDENT CHARACTERISTICS

H

Cummins, James. The Cognitive Development of Bilingual Children: A Review of Recent Research, 1977.

Studies conducted with middle-class balanced bilinguals in "additive" environments, where both languages are prestigious, have generally reported that bilinguals showed a higher level of cognitive performance than monolinguals. In these studies, bilinguals showed higher level of intelligence.

GB

Cummins, James. The Cognitive Development of Bilingual Children: A Review of Recent Research, 1977.

The review contrasts the positive experience with bilingualism of bilingual children in "additive" environments with the difficulties experienced by bilingual children in "subtractive" environments. The author suggests that "there may be threshold levels of linguistic conference which bilingual children must attain in order both to avoid cognitive deficits and to allow the potential beneficial aspects of becoming bilingual to influence cognitive growth."

7. STUDENT CHARACTERISTICS

I

Dalvin, Durvey, R. *An Evaluation of Bilingual Education with a Cross Cultural Emphasis Designed for Navajo and Non-Navajo Students in San Juan County, Utah, 1969-71*, Ed.D. Dissertation, Brigham Young University, 1971.

The purpose of this study was to determine if there were significant differences in academic achievement and oral English development between pupils enrolled in the bilingual educational program in San Juan School District and pupils enrolled in a conventional program in the control schools in the same school district during the 1969-1971 school year.

Findings revealed that kindergarten and first grade Indian and non-Indian pupils enrolled in the bilingual program made gains which were equal to or significantly greater in academic achievement than gains made by pupils enrolled in the control schools. Differences in academic achievement, however, during grade two favored the control group. Minor differences in oral English development generally favored the experimental group.

GB

De Avila, E.A. and B. Havassy. "The Testing of Minority Children, a Neo-Piagetian Approach," *Today's Education*, 1974, Vol. 63, No. 4, p. 72.

Presents a neo-Piagetian model of listening designed by De Avila and Havassy, which they deem more reliable than standardized testing, because it allows for differences in language and ethnicity. The inaccuracy of standardized testing in measuring the skills of minority children is due to: 1) heavy reliance and socialization practices of the minority culture; 2) productivity or level of appropriation; and 3) experience in specific learning, i.e., vocabulary skills. The authors also draw from Program Assessment Pupil Instruction (PAPI), a computerized system designed for administrative or searching needs.

GB

Escobedo, Theresa Herrera. *Culturally Responsive Early Childhood*, Los Angeles, Ca.: Cal Education State University, 1978.

The author maintains that culturally responsive programs incorporate the child's native language and cultural knowledge as part of the curriculum. Available data on six early childhood bilingual education programs reveals varying degrees of cultural responsiveness. It is concluded that further research is required to determine the effectiveness of different approaches and the extent to which culturally-bound cognitive styles exist in non-English-speaking children.

7. STUDENT CHARACTERISTICS

B/H

Fiege, Kollmavn, Laila Maria. Reading and Recall Among Bilingual and Dialect Speaking Children, Ph.D. Dissertation, University of California, Irvine, 1975.

The study compares the oral reading performance of English-speaking Black children and bilingual Mexican-American children. Standard English-speaking children are used as reference.

GB

Fishman, Joshua, A., et al. "Guidelines for Testing Minority Group Children," in Education for the Disadvantaged, A. Harry Passow, Miriane Goldberg, and Abraham J. Tannenbaum, eds., New York: Holt Rinehart, and Winstone, 1967.

In this rather technical article the reliability, reality and interpretation of results of standardized aptitude and achievement tests given to minority and "culturally disadvantaged" children are discussed. It is suggested that these tests no longer be routinely and mechanically administered, but be used with an informed appreciation of their benefits as well as their limitations and be interpreted with an understanding of what is behind the scores.

H

Frankfort, Nancy. The English as a Second Language Component of Selected Bilingual Programs in a New York City Community School District: A Descriptive Study, Ed.D. Dissertation, New York University, 1975.

Describes the teaching of English as a second language in the bilingual programs of five selected elementary schools in New York City. These English/Spanish programs were among the first to be implemented in New York City under the provisions of the Bilingual Education Act and they had been in operation for four years. Recommendations are made for modifications of the English as Second Language component of the bilingual programs, in the areas of curriculum and materials, methodology, education, and teacher training. Additional recommendations are made for guidelines to be used in the establishment of such programs and proposed areas of needed research in ESL and bilingual education.

Describes the teaching of English as a second language as it functioned within the bilingual programs of five selected elementary schools in New York City. These programs were among the first to be implemented in New York City. Findings describe teachers' competencies in English and Spanish; licensing and training in teaching ESL; techniques, materials, and procedures for the audio-lingual method; assessment of students' language difficulty and evaluation of progress; and treatment of children with special difficulties.

7. STUDENT CHARACTERISTICS

H

Gaines, Catherine Joan Dorsey. The Effect of an English Program and a Spanish/English Program Upon Concept Development in Bilingual Children, Ph.D. Dissertation, Fordham University, 1976.

The study was undertaken to determine the effects of a bilingual literature-based concept development program on the acquisition of selected concepts of four- and five-year-old Spanish-speaking children. A major conclusion is that participation in the Spanish/English treatment produced significantly higher scores than the English treatment. Sex had little effect on test scores. The development of a bilingual program with both Spanish-speaking and English-speaking teachers and assistants was most beneficial for the progress of the preschool Spanish-speaking youngsters.

H

Galven, Robert Rogers. Bilingualism As It Relates to Intelligence Test Scores and School Achievement Among Culturally Deprived Spanish-American Children, Ph.D. Dissertation, East Texas State University, 1967.

The purpose of the study was to investigate (1) the relationship between intelligence test scores and school achievement as they relate to bilingualism among culturally deprived children of Spanish-American parentage, and (2) the possibility of more accurately evaluating the intelligence of bilingual children. It was concluded that bilingual culturally deprived Spanish-American children scored better when the Wechsler Intelligence Scale for Children was administered in Spanish rather than in English. In particular the verbal section had a greater increase in points. The study indicates that the use of achievement tests for determining school achievement is not a satisfactory measure for bilingual children.

F

Gardiner, Jeannette. The Effectiveness of Bilingual Education on Second Grade Children, Ed.D. Dissertation, George Peabody College for Teachers, 1973.

The purpose of this study is to investigate changes in academic achievement and self-concept of children as a result of participation in bilingual education. Academic achievement was highly significant, favoring the experimental group (Bilingual Program) in the French and English language arts, the French Mathematics Achievement and the Stanford Mathematics Achievement test.

7. STUDENT CHARACTERISTICS

H

Gonzalez, Gustavo. The Identification of Competencies for Child Development Associates Working with Chicano Children, Final Report, Washington, D.C.: Child Development Associate Consortium, Inc., 1974.

The purpose of this investigation was to identify necessary cultural, language and cognitive skills and teaching methods for Child Development Associates working with Chicano children.

GB

Gordon, E.W. and M.L. Jaramillo. Process vs. Status in School Desegregation: Using Cultural Differences for Educational Success, Riverside, CA.: California University, 1972.

The first paper in this booklet summarizes the desegregation strategies that have been used either singly or in combination to ethnically balance schools. An overview of the services and resources available to school districts from the National Center for Research and Information for Equal Educational Opportunities is also presented.

The second paper discusses the role played by its author in drawing attention to cultural differences which exist between ethnic groups in New Mexico. It describes the methods that the Cultural Awareness Center uses in working with school personnel to demonstrate the unique behavioral styles of various minority group children. It also discusses several ways to improve cultural pluralism on a monolithic social system in a practical and effective way.

GB

Grove, C.L.N. (Comp). The Intensively Annotated Bibliography on Cross-Cultural Problems in Education, New York: Inst. of International Studies, Columbia University, 1975.

Includes 125 items and lists books and where they can be located. It also lists documents that deal with problems in human interaction due to differences in cultural background and specifically those that relate cross-cultural differences to the educational process in a school setting. Among the topics dealt with are language and linguistics, bilingual education, pre- and inservice education, nonverbal education, visual perception, cultural patterns, testing non-mainstream children, and international exchange programs.

7. STUDENT CHARACTERISTICS

H

Hickey, T. "Bilingualism and the Measurement of Intelligence and Verbal Learning Ability," Exceptional Children, 1972, Vol. 38, pp. 24-28.

Study analyzes some of the problems of assessing intelligence and verbal learning ability among Mexican-American preschoolers. These bilingual children encountered greater difficulty in correctly identifying verbal noun concepts on the Peabody Picture Vocabulary Test. Structural and idiomatic differences between the English and Spanish languages were thought to be the source of the difficulty. The study emphasizes the dangers of reliance upon methods of evaluation and prediction which are not analogous to the context of the particular learning style.

GB

Horter, Patricia B. Bilingual Vocational Technical Training Program. Final Evaluation Report, Bureau of Occupational and Adult Education (DHEW), 1977.

An evaluation of the bilingual vocational and technical training program containing program objectives, activities, results and benefits and problem areas. It also includes a status report on program objectives and a review of the effects of the program in terms of increased employment, income and/or increased competence in improving equipment for use in subsistence pursuits. Conclusions reported that despite many obstacles objectives were implemented on schedule and that there is general acceptance of the program.

GB

Illinois Board of Higher Education. Bilingual Teacher Education Conference Report, Springfield, Illinois: Illinois Board of Higher Education, December, 1974.

The document contains recommendations made at the Bilingual Teacher Education Conference. It also includes Public Act 78-727, an addition and amendments to the Illinois School Code. Because many teachers in bilingual programs were found to be "not qualified," the recommendations in the Report are addressed to colleges and universities. The programs should be competency-based. Credit should be given for relevant off-campus experiences. Suggested programs are outlined which emphasize a multi-disciplinary approach to teacher education within a four-year program.

7. STUDENT CHARACTERISTICS

Those who have received degrees outside the continental United States should have options made available to them to facilitate their participation.

Certification should be possible within established undergraduate programs. Competencies should be in the areas of language, culture, methods, and field experience. In addition to other certification requirements, the report also includes Public Act 78-727 of the Illinois School Code, 1961, which provides for an Office of Transitional Bilingual Education. The transitional program includes full-time instruction in both English and the native language, and in the history and culture of the country or area which is the native land of the LESA children enrolled. The children identified as LESA students are to be enrolled for three years or until they can "perform successfully" in monolingual English classrooms, whichever occurs first.

H

Jaramillo, Marie-Luci. Cultural Differences Revealed Through Language, entire issue of NCRIEEO Tipsheet, #8--Clearinghouse on Urban Education, New York, New York, 1972.

The document describes in detail idiomatic differences between Spanish and English which reveal more basic differences in cultural norms and common assumptions.

I

John, Vera P. "Styles of Learning - Styles of Teaching," in Functions of Language in the Classroom, Courtney B. Cazden, Vera P. John, and Dell Hymes, eds., New York: Teachers College Press, 1972.

Dr. John describes Bureau of Indian Affairs teachers that instruct Navajo children in the use of English, as being long on missionary zeal and short on sensitivity to the learning styles of the children. She emphatically denies that the children are intellectually deficient and provides the facts to back up her contentions. She argues that children are encouraged to approach the world visually and kinesthetically, in contrast to middle-class mainstream emphasis on verbal skills. She favors a bilingual approach over a (TESOL) Teaching English to Speakers of Other Language approach.

7. STUDENT CHARACTERISTICS

H

Johnson, Bruce Edward. Ability, Achievement and Bilingualism: A Comparative Study Involving Spanish-Speaking and English-Speaking Children at the Sixth Grade Level, Ed.D. Dissertation, University of Maryland, 1962.

The study explores the following: (1) Is it possible to predict differences between Mexican and Anglo children on group tests from a given theoretical framework about cognitive functioning?; (2) Do tests themselves provide adequate data to support conclusions concerning the differences existing between Mexican and Anglo school children?; and (3) Given a curriculum designed to encourage the learning of English incidentally as a language, do the children experiencing this exhibit superior test performance compared to children not so involved?

It is concluded that: (1) Ability and achievement test differences between Mexican and Anglo children can, with reservations, be predicted from a given theoretical framework about cognitive functioning; (2) Ability and achievement differences do exist to a significant degree between Anglo and Mexican children; (3) The differences existing between Spanish-speaking and English-speaking children can be adequately measured by available group tests; (4) The curriculum evaluated in this study did not produce superior performance on the part of children experiencing it when compared to a control group lacking only this curriculum experience; and (5) Changes in ability and achievement scores were equivalent in value and in direction for both the Mexican and Anglo children.

A

Jolson, Pak-leung Ng. The Effects of Bilingual Science Instruction on the Vocabulary Comprehension Achievement, and Conceptualization of Elementary School Chinese Children Whose Second Language is English, Ed.D. Dissertation, University of California, Los Angeles, 1970.

The effects of bilingual instruction as revealed in several aspects of science learning are investigated. The study measures the differences in vocabulary, comprehension, achievement and conceptualization between two groups of Chinese children who were taught monolingually (using English) and bilingually (using both English and Cantonese, a Chinese dialect). On the basis of statistical evidence it was found that children taught bilingually surpassed children taught monolingually only in vocabulary at the 0.05 confidence level and in conceptualization at the 0.001 confidence level. Recommendations are made to teach vocabulary and concepts bilingually and comprehension monolingually.

7. STUDENT CHARACTERISTICS

I

Kuo, Eddie Chen-Ya. This is a Socio-Linguistic Study of the Bilingual Patterns and Its Variations Among Preschool Chinese Children in the Twin Cities Area, Ph.D. Dissertation, University of Minnesota, 1972.

Bilingual children are found to use different languages in different situations with different interlocutors. Younger children tend to be more proficient in Chinese than in English. The progress in Chinese proficiency tapers off with the age of the child, while his ability in English catches up rapidly. The findings suggest that the degree of bilingualism is a valid indicator of the national identity of the bilingual individual and his family.

F

Lambert, W.E. R.C. Gardner, H.C. Bank, and K. Tunstall. "Attitudinal and Cognitive Aspects of Intensive Study of a Second Language," Journal of Abnormal and Social Pyschology, 1963, 66(4), pp. 358-368.

Students attending a six-week French summer school were examined for attitudes toward French people and culture, and on orientations toward learning a second language and feelings of anomie at the start and end of the course. Results support the theory that learning a second language efficiently depends upon an appropriate pattern of attitudes toward the other cultural group and a particular orientation toward language study. Students utilized the semantic features of both their languages and permitted the two to interact. This linguistic interdependence correlates positively with achievement.

F

Lambert, W.E., G.R. Tucker, and A. d'Angelejan. "Cognitive and Attitudinal Consequences of Bilingual Schooling," Journal of Educational Psychology, 1973, 65, pp. 141-159.

This is a progress report on a community-based educational experiment designed to develop bilingual competence by having English-speaking children instructed in French. The report, a sequel to a 1969 Journal of Educational Psychology article, describes the progress of children at the end of grade 5 with regard to linguistic development in both English and French, cognitive development and changes in intergroup attitudes.

7. STUDENT CHARACTERISTICS

H/B

Landes, R. *Culture in American Education - Anthropological Approaches to Minority and Dominant Groups in the Schools*, New York: Wiley, 1965.

Describes an experimental teacher and social worker training program which combined aspects of anthropology and education in an effort to solve the school and welfare problems of minority groups in California, especially those of Negroes and Mexican Americans.

H

Larson, Anna Marine Gustafson. *Instruction by Tutoring of Third Grade, Bilingual, Inner-City Children in Meaning Vocabulary*, Ph.D. Dissertation, University of Illinois at Urbana-Champaign, 1975.

The purpose of this study is to explore the relative value of individual tutoring, small group tutoring, and presenting words in isolation or in contextual phrases with metropolitan, inner-city, third grade Mexican-American subjects. The findings show no significant differences between individually and group tutored subjects and words presented in contextual phrases are not learned better than those presented in isolation. However, the results indicate that verbal intelligence of Mexican-American subjects in this study is related to reading achievement and that absenteeism affects school reading achievement. Personal attention and the opportunity to converse about words with a young adult apparently results in improved self-concept and better attitudes toward reading.

H

Librado, Keno Vasquez. *An Experimental Pilot Bilingual Model School for Transient Mexican American Students*, University of Oregon, 1969.

Describes the Experimental Pilot Bilingual Model School for transient Mexican-American students (K-12). The main objective of this model school is to integrate the transient and stable Mexican-American students into the regular classroom at the earliest possible time. An outline that has specific plans for a future experimental pilot bilingual model school for Mexican-Americans is included. An evaluation of a brief pilot testing program which has compared the achievements of Mexican-Americans in a southern California junior high school under monolingual and bilingual teachers, using the Stanford Achievement Test, is also included.

7. STUDENT CHARACTERISTICS

F/GB

Lira, Juda R. *An Investigation of Bilingual Teacher Training and Its Effect on Bilingual Bicultural Instruction*.

An investigation of bilingual teacher training and its effect on bilingual/bicultural instruction. Includes a review of the literature and teacher training for a bilingual/bicultural program in a Texas school district. Focuses on the academic achievement of language minority groups, success factors in bilingual education programs, bilingual teacher certification and competencies, correlations between teacher attitudes and bilingual education, bilingual education program rationales, inclusion of culture in instruction programs, and the University of Texas at Austin Teacher Preparation Program, New York City Bilingual Teacher Intern Program, and six French bilingual projects in New England and Louisiana.

H

Lugo, James Oscar. *A Comparison of Degrees of Bilingualism and Measure of School Achievement Among Mexican-American Pupils*, Ph.D. Dissertation, University of Southern California, 1979.

The major purpose of this study is to explore the relationship among degrees of bilingualism of Mexican-American pupils from the ghetto of Los Angeles in order to develop criteria for early pupil placement into one of the three existing school programs: (1) English as Second Language, (2) Bilingual Education, and (3) the regular school program.

It was found that principals and permanent teachers agreed that Spanish should be used as a language of instruction for pupils that know little English. The regular program does not help the Mexican-American pupil to achieve school success. The results suggest that lack of English may not be the most important barrier to the school success of the Mexican-American and that culture is a more powerful motivator for tested achievement than competency in English. Educators of Mexican-Americans need intensive inservice training.

7. STUDENT CHARACTERISTICS

H

Luhman, R.A. The Social Bases of Thinking and Speaking: A Study of Bilingual Chicago Children, Ph.D. Dissertation, University of Kansas, 1974.

The purpose of this study is to relate language and cognition to social environment. Findings related that variation in logic occurred across the town and rural children and across Spanish and English. It was also found that the nature of the child's direct experience with the objects he grouped had a major bearing upon the manner in which he conceptualized the logic he applied to them. A significant finding is that the logic of symbolic grouping is directly related to the social and linguistic experiences that children have with the objects they group. The preference for different kinds of logic does not, however, necessarily alter the content of the groups they form.

H

Modiano, Nancy Docio. Reading Comprehension in the National Language: A Comparative Study of Bilingual and All-Spanish Approaches to Reading Instruction in Selected Indian Schools in the Highlands of Chiapas, Mexico, Ph.D. Dissertation, New York University, 1966.

The purpose of this study is to determine whether reading comprehension in the national language can be achieved effectively by members of linguistic minorities when all reading instruction is offered in that language. The hypothesis of the study was that reading comprehension in the national language is best achieved when all reading instruction is offered in that language. This hypothesis was not substantiated by the data. It appears that youngsters of linguistic minorities learn to read with greater comprehension in the national language when they first become literate in their mother tongue, rather than when they receive all reading instruction in the national language.

H

Morgan, Judith Clare. The Effects of Bilingual Instruction on the English Language Arts Achievement of First Grade Children, Ed.D. Dissertation, Northwestern State University of Louisiana, 1971.

The purpose of this study was to investigate whether first grade pupils in bilingual education who come from bilingual families obtain significantly higher scores than first grade pupils who come from bilingual families and who are enrolled in monolingual education. The study finds that that first grade pupils from bilingual families who attend bilingual schools demonstrate greater competency in analyzing words, in comprehension of reading passages, and in ability to spell words. It appears further that a bilingual educational program for first grade pupils from bilingual families is superior to a monolingual educational program for similar pupils in terms of reading achievement.

H

Philip, Albert Bolgee. The Effect of Teacher Spanish Language Fluency Upon Student Achievement in a Bilingual Science Program, Ph.D. Dissertation, St. John's University, 1967.

This dissertation investigates the effects of two different types of bilingual science instructors upon student science achievement in a bilingual science program. It also considers the influence of student bilingual dominance upon science criterion scores used to determine program success and to compare teacher effectiveness.

The investigation revealed that: Bilingual science education for 7th grade Jr. high school students of Hispanic backgbround resulted in student achievement significantly different from that of comparable students in the conventional program. Bilingual science programs obtained superior results only when conducted by fluent Spanish speaking science teachers. Between the bilingual class taught by the fluent teacher and the bilingual class taught by the non-fluent teachers, the results favored the classes taught by fluent teachers. The control and experimental classes were comparable in terms of science ability but they were not comparable in the extent to which each group used Spanish outside school. Demonstrated group differences in bilingual domain might be an uncontrolled factor which might have changed the result had it been controlled.

H

Rivera, Carmen Elena. Academic Achievement, Bicultural Attitudes and Self-Concepts of Pupils In Bilingual and Non-Bilingual Programs, Ph.D. Dissertation, Fordham University, 1973.

The study ascertains and compares academic achievement, bicultural attitudes and self-concepts of third and fifth grade Hispanic and non-Hispanic pupils in a bilingual school and two non-bilingual schools in New York City.

It was concluded that:

1) The bilingual-bicultural program benefited the Hispanic child of comparable steady academic progression to that of the non Hispanic.

2) Non-Hispanic students suffer no loss of basic skills in their own language by being exposed to a program of second language instruction at an early age. The non-Hispanic demonstrated a decided potential to perform at or above the level of the non-Hispanic in the control group.

3) The time devoted to the study of a second language does not affect growth in mathematics skills and understanding of concepts of the non-Hispanic students in the experimental (Bilingual Education Program) group. A transfer of training was occurring among the Hispanic subjects of the experimental group.

4) A bilingual-bicultural program would serve to develop cultural awareness between the two groups and positive feelings of self worth for the Hispanic.

H

Rodriguez, Raymond, Jr. A Comparison of the Written and Oral English Syntax of Mexican American Bilingual and Anglo American Monolingual Fourth and Ninth Grade Students, Ph.D. Dissertation, The University of New Mexico.

The major problem investigated by this study is whether or not Mexican-American bilingual fourth and ninth grade students represent the same language population in their English syntactic usage as do Anglo-American fourth and ninth grade students in Las Vegas, New Mexico. It is concluded that the bilingual subjects represent the same language population as the monolingual subjects in their English syntactic usage, except in average clause length in the written mode in ninth grade. It is suggested that differences between groups can be diminished by providing appropriate language experience in class.

H

Skoczylas, Rudolph V. An Evaluation of Some Cognitive and Affective Aspects of a Spanish-English Bilingual Program, Ph.D. Dissertation, The University of New Mexico, 1972.

The study was undertaken to construct and apply an evaluation model to determine if bilingually instructed children in a particular program have, in fact, suffered a loss in linguistic, academic, or cognitive growth, and if their self image and attitudes toward the two salient ethnolinguistic groups were less favorable than those of their monolingually instructed counterparts. No significant differences between the experimental and control groups are found on measures of oral English skills, Spanish listening comprehension, intellectual functioning and attendance rates.

7. STUDENT CHARACTERISTICS

The experimental group scored higher in Spanish speaking proficiency. The control group scored higher in the math test administered in English. The bilingually instructed pupils appear to be developing a positive and democratic attitude toward Anglo- and Mexican-Americans and a self image that is favorable and not adversely affected by bilingual training. It is also found that the best single prediction of academic achievement and cognitive growth is parents' education.

GB

Smith, Byum Cannon, and Smith, Van Nguyen. Evaluating Program Effectiveness: Measuring Input, Process, and Product Variables in New York City, Federally Funded High School Bilingual Programs, 1978.

Seven of the twelve Title VII bilingual programs in the New York City high schools were evaluated, using their funding proposals and Board of Education Evaluation Reports, to discover the relationship between input, process, and product variables. It was determined that the reporting format made comparisons among programs or between programs and parent schools very difficult. Selected input (personnel cost, staff mix, and staff qualifications), process, and product (student attendance, examination scores, and language and achievement test results) variables are analyzed and the findings described. Specific recommendations for informing reporting procedures are offered.

GB/H

Texas Education Agency. Bilingual Education Resource Manual, K - 3, 1977.

Identifies six characteristics of the instruction components, and the elements of pre-kindergarten and kindergarten bilingual education, including scheduling and the different components (subject areas). The same format is used to identify the different elements--scheduling, goals, and subject areas for grades 1 - 3.

7. STUDENT CHARACTERISTICS

H

Valadez-Love, Concecao Morreal. The Acquisition of English Syntax by Spanish-English Bilingual Children, Ph.D. Dissertation, Stanford University, 1976.

The main purposes of this dissertation were: (1) to identify developmental trends in the acquisition of specific syntactic rules in the spoken English of Spanish-speaking Chicano children who are in the process of becoming bilingual in a school setting, and (2) to assess the comparative development of the same syntactic constructions in the oral speech of monolingual English speakers. The findings indicate that children learning a second language are acquiring the syntactic rules even as they are making errors in that language and that teachers can profit by knowing what the patterns of errors might be. Monolingual speakers of English and speakers of English as a second language may acquire grammatical patterns in different orders.

GB

Zamora, Gloria. "Staff Development for Bilingual/Bicultural Programs--A Philosophical Base," in Bilingual Schooling in the U.S.--A Sourcebook for Education Personnel, Francesco Cordasco, ed., New York: McGraw Hill, 1976, pp. 243-45.

A presentation of the argument that a child's socioeconomic background, culture, language and societal perceptions, as well as the societal perceptions of those around the child, must be examined in staff development programs.

8. CLASSROOM INTERACTION PATTERNS

8.1 TEACHER STYLES

Instant Corrective Measures
Differential Styles (by Language Proficiency/Dominance, Ethnic Group)
Nonverbal Communication
Empathy
Flexibility
Optimism

GB

Baty, Roger M. Reeducating Teachers for Cultural Awareness, New York: Praeger Publishers, 1972.

An action/research study designed to determine the effects of exposure to cultural, social and economic diversity on selected attitudes of elementary school teachers. The dependent variables selected were optimism about potential to achieve and tolerance of minority self-assertiveness. Treatment and comparison groups were selected and the treatment applied consisted of a 10-week course. Changes were made in the treatment group in tolerance and optimism.

GB

Barerra, Mario. Bilingual Program Implementation: A Handbook for Teachers and Administrators, Austin: Dissemination and Assessment Center for Bilingual Education, 1978.

Advocates using home languages in the classroom as cultural enrichment even if no other aspect of culture is taught; that a child's home language should be accepted and respected; and no disparagement or belittling of the child's home language should occur. Instant corrective measures should be avoided. First grade children should focus on defining their community and city with its different cultural groups. Historical heritage should be stressed at higher grades.

8.1 TEACHER STYLES

H/GB

Cazden, Courtnery B. "Curriculums/Language Contexts for Bilingual Education." In Language Development in a Bilingual Setting. Pomona, Calif.: National Multilingual Multicultural Materials Development Center, California State Polytechnic University, 1979. pp. 129-137.

A study of teacher/pupil talk by bilingual teachers which shows: 1) During the Spanish language lesson for native English-speaking primary grade children the teachers switched from Spanish to English 140 times; 2) During the English lesson for Spanish speakers there were two switches; and, 3) 70% of the switches were for disciplinary reasons.

The power in teaching language according to Cazden, especially in supporting the weaker language in a bilingual program comes from using the language, not learning about it. Natural language learning depends on the extent to which it is necessary for communication.

The message conveyed by setting Spanish aside as something special is that English is the more "natural" language. Cazden identifies helpful acquisition contexts modeled on language outside the classroom:

1. nonverbal cues help decipher verbal cues;
2. verbal interactions serve a necessary communicative function;
3. the focus is more likely on meaning, not form; and
4. concrete referents for some words.

Two problem areas in designing curricula for maximum language use are also identified: 1) all learners at early stages in L2 acquisiton and 2) older learners with a temporary but great gap between communicative intent and resources.

Science as a content vehicle for L2 learning is suggested because it includes manipulation of objects and clear referents for words and instructions that are demonstrable.

Mathematics, in contrast, is a solitary and silent activity. The vocabularly is limited and occurs rarely elsewhere. The role of students in dialogue may be restricted. It is sequential, and L1 instruciton may be necessary to tap prior knowledge of recent immigrants. Success or failure in a student response may be difficult to trace to either comprehension of the concepts or of the language. At the lowest levels in school, however, mathematics might be useful because of the restricted responses and manipulable referents. Cazden also points out that at all levels, mathematics word problems are especially difficult to handle.

8.1 TEACHER STYLES

H

McCrossan, Linda V. Bilingual/Bicultural Education for the Spanish-Speaking Students in Massachusetts: An Analysis of Perceived Dimensions of an Ideal Bicultural Teacher, University of Massachusetts, 1975.

Study focusing on the generation and analysis of the operationalization of the goal "ideal bicultural elementary teacher" by selected Hispanic and Anglo-American teachers and by some professionals in bilingual/bicultural education.

Findings: (1) Hispanic teachers stress "knowledge/understanding of the language and culture of the child" more frequently than do the Anglo American teachers in the study. (2) Hispanic teachers stress the "maintenance of the culture of the child," a cluster which the Anglo American teachers barely mention." (3) Anglo American teachers are relatively concerned about discipline, a feature never mentioned by the Hispanic teachers. (4) Hispanic teachers place their greater emphasis on sensitivity to students while the Anglo American teachers appear to be only slightly concerned about this cluster of dimensions.

8. CLASSROOM INTERACTION PATTERNS

8.2 CLASSROOM ECOLOGY/CLIMATE

Home Language Use
Use of Linguistic Varieties
In-class Social Conditions VS. Community Social Conditions (congruence)
Distribution of L1, L2 Proficiencies
Distribution of Language Dominances

H

Arciniega, Tomas A. "The Interactive Role of Higher Education Institutions in the Transcultural Education Movement," in *Cultural Issues in Education: A Book of Readings*, Pomona, California: National Multilingual-Multicultural Materials Development Center, California State Polytechnic University, 19789, pp. 62-80.

The first part of this paper discusses the role of institutions of higher education in providing educational opportunity for Chicanos. A set of categories is presented into which the institutions can be placed according to their responses to Chicanos' needs:

1--the sympathizes--those who change the system to accommodate minorities.
2--the compensators--an approach that combines student deficiencies with lack of change in the structure.
3--the reformers--an approach based on lack of student deficiencies combined with change in the structure.
4--the alternative system builders--an approach that reflects no student deficiencies and no change in the current structure.

The second part of the paper develops a matrix for school-district response to the culturally different.

Positive viewpoints of the consequences of Chicano group membership or Negative viewpoints of these consequences on school performance can be combined with: Internal factors which emphasize indigenous, self-perpetuating, persistent factors or the External factors which emphasize the social and economic circumstances imposed on Chicanos because of their lower status.

Positive-Internal: Mexican-Americans are perceived as having a superior culture which can only be taught by Mexican-Americans. Segregated community schools might be the answer.

Negative-Internal: the components of the Mexican-American lifestyle and their culture are seen as culturally deficient; because they are disfunctional they must be replaced by Anglo cultural traits and components. Compensatory education is the result.

Positive-External: Mexican-American lifestyles are functional adaptations to external constraints; when the majority culture changes, the minority culture will reflect these changes. Bicultural education results in benefits to the minority and the majority cultures.

Negative-External: subjugation to a "colonial" power structure has negative results in the culture; alternative education is needed.

GB

Bintz, Miles V. Language Difference and Reading, 1976.

Presents the maintenance model in bilingual education as more satisfactory than the transitional model. The author presents multilingual/multicultural education as a means to encourage reading development through the utilization of familiar cultural goals, values, and settings. In the case of cultures with a limited written tradition, the oral tradition can be encouraged, and literacy in the original language can take precedence over mastery of the school's language.

GB

Brookover, Wilbur. School Can Make a Difference, College of Urban Development, Michigan State University, East Lansing, Mich.

Report of a major study on the relation of social systems to educational outcomes in elementary schools in Michigan. Differences in achievement between schools are explained on the basis of school social climate and social structure variables. Differences in mean self-concept of academic ability and mean student self-reliance were found to be better explained through school social deviate variables than through student body composition variables. Author concludes that the social climate structure and student role definitions which characterize a school social system will affect the cognitive and other social behavior required in that social system.

8.2 CLASSROOM ECOLOGY/CLIMATE

GB

Carleton, Richard Austin Michael. *Differential Educational Achievement in a Bilingual Community*, Ph.D. Dissertation, University of Toronto, 1967.

An intensive study of a northern industrial community and the impact of community structure upon the functioning of the schools. Selected cohorts of secondary school entrants provide evidence of differential educational achievement, while tests of divergent academic and linguistic preparation in the bilingual schools affirm the existence of systematic transitional barriers to the advancement of bilingual pupils.

H

Carrow, Sister Mary Arthur. *A Comparative Study of the Linguistic Functioning of Bilingual Spanish-American Children and Monolingual Anglo-American Children at the Third Grade Level*, Ph.D. Dissertation, Northwestern University.

A study of the linguistic functioning of two groups of third-grade children who differed in the number of languages spoken, but who were similar in regard to age, socioeconomic background, and intelligence. The conclusion was drawn that the bilingual children were handicapped in some aspects of language, particularly those related to vocabulary and articulation. Results suggest that language difficulties of the bilingual children in this study are related to a paucity of linguistic and experiential stimuli for vocabulary development and the presence of confused and incorrect language and speech patterns in the home.

8.2 CLASSROOM ECOLOGY/CLIMATE

GB

Case Studies of Noteworthy Projects on Bilingual Education: A Study of State Programs in Bilingual Education, 1977.

Officials in the U.S. Office of Education regional offices and in 20 state education agencies were asked to nominate those local projects which they considered noteworthy on 10 noteworthy categories or critical areas. Ninety-eight local projects were nominated as noteworthy under one or more of the 10 critical areas. Fifty of these projects were visited to make a final review based on their demonstration of noteworthiness on one of the given categories, representativeness of their geographical area in terms of the language and cultural backgrounds of their participants and their desire to cooperate with the data collection effort. Fifteen of those 50 visited are included in this volume.

H

Cota-Robles Suarez, Cecilia. "Values in the Development of Curriculum for Chicanos." In *Cultural Issues in Education: A Book of Readings*. Pomona, Calif.: National Multilingual-Multicultural Materials Development Center, California State Polytechnic University, 1978. pp. 49-61.

The author lists 10 factors that are in conflict with the values of the Chicano learner and the Chicano Community.

1. *Racial prejudice*: denial of equal treatment to all based on social mores, founded in ethnocentrism and institutionalized in the current system of education.
2. *Stereotyping*: Reinforced by the literature and the media.
3. *Blaming* low achievement of Chicanos on their language and culture.
4. *Supressing* the language and culture of Chicanos: both are assets and should permeate the curriculum.
5. Lack of *parental involvement* and community involvement in the decision-making of the school and school district.
6. *Under-representation* of Chicanos in public schools: they should be represented in all levels in proportion to the Chicano population.
7. *Use of Ability Grouping*: biased tests have been used as criteria. Chicanos are over-represented in low-ability groupings.
8. *Inadequacy of the staff* working with Chicanos: teachers should be proficient in the language and culture of the students and should be able to implement a curriculum that is relevant to them.

8.2 CLASSROOM ECOLOGY/CLIMATE

9. Irrelevancy of the training of the staff working with Chicano students: so far the institutions have lacked Chicano faculty, and courses and methodology are inadequate.

10. Monolingual/Monocultural Education: bilingual education designed for needs that are determined by surveying communities is necessary.

The author also points out that the curricula for the Chicano student has not considered the Chicano's lifestyle, needs, cultural attributes or language characteristics. Since values are the ideals of life that members of a given society regard as desirable, curriculum objectives should be in harmony with the values of a school district.

H

Edelman, M. "The Contextualization of School Children's Bilingualism," Modern Language Journal, 1969, Vol. 53, pp. 179-182.

The degree of contextualization of language use was measured in 34 bilingual Puerto Rican students. They report that they use Spanish more frequently when talking to their peers, their families and in their neighborhoods than they do in school and in church. The relative proficiency scores were in general agreement with these usage scores--the greatest differences between English and Spanish proficiency scores being observed for the domain of education and the smallest for the domain of family.

GB

Fishman, Joshua A. "Philosophy of Bilingual Education in a Societal Setting," in Language Development in A Bilingual Setting, National Multilingual Multicultural Material Development Center, developers, Los Angeles: National Dissemination and Assessment Center, 1979.

The author discusses the variety of goals for bilingual education. The discussion is conducted against a backdrop of the differences between the "unmarked" population's goals (those of the group whose vernacular is recognized and which operates in a context of "power, precedence, and prevalence"), and the "marked" population's goals (those of the group whose vernacular is "special, unusual, different" and whose language is less well established.)

Both marked and unmarked populations seem to agree that bilingual education is a surer route to unmarked language mastery than monolingual education in the unmarked language.

8.2 CLASSROOM ECOLOGY/CLIMATE

Unmarked spokesmen often suspect bilingual education will foster politicization of cultural discontinuity or separation instead of national integration even when the goals are transitional and compensatory. Thus, they usually advocate monolingual education in the unmarked language as a more direct route to solving social problems.

Marked spokesmen fear that while bilingual education helps very little in achieving mobility in the political-economic realm, it can contribute to the disintegration of the domains of home, family, and community which are usually the last and only ones available to the marked language. Furthermore, the expectations raised by compensatory transitional bilingual education cannot always be satisfied in the political and economic realms.

The cultural questions that cannot be separated from treating bilingual education as a means to economic and political ends are examined from the perspective of the arguments of Marx, Weber, and Herder.

Marx's view that material resources are primary in societal behavior and that ethno-cultural behaviors and groupings are merely by-products holds less promise for seeing bilingual education as a means of social remediation than does the Weberian view.

Weber's ideas show more of the interaction between ethno-cultural and economic resources. Bilingual education, then, supported by this view, can have an impact in both directions through cultural planning.

While in Fishman's view, Herder overstresses the ethno-cultural angle, he is a spokesman for the preservation of both language and cultural diversity as a means to general betterment of human existence. Opponents of Herder's viewpoint are found even among the marked population. They fear the maintenance of functions and varieties of the unmarked language that are inconsistent with their usage by the marked home and community.

Fishman concludes that the support of the politically and economically powerful unmarked population is necessary so bilingual education must justify itself philosophically as education, per se, that is as an alternative for the unmarked child, not as protection for the marked child.

H

Gonzalez, Gustano. "The Development of Curriculum in L1 and L2 in a Maintenance Bilingual Program." Pomona, Calif.: Multilingual-Multicultural Materials Development Center, California State Polytechnic University, 1979, pp. 121-128.

Gonzales contends that the first Title VII bilingual programs were little more than ESL programs, but Chicanos began to see the bilingual/bicultural programs as a means of strengthening, maintaining and even "recapturing" their culture and language. However, even though federal regulations demanded growth in the first language as well, maintenance programs have progressed little beyond the concept stage. Lack of curriculum in both languages at all levels has contributed to this. This is true because most programs are K-3, and the child who has not learned enough English by then will be forced into the "sink or swim" atmosphere of monolingual English classrooms. Recent immigrants who are beyond the third grade need provisions for their development as well.

Success in culture and language maintenance is dependent on participation at every level by the students. He suggests that parallel content should be provided in both languages and that the acquisition of new vocabulary should be part of content in both languages. The child should be "gradually" exposed to standard Spanish and should be made aware of the social contexts for each variety. All content area curricula should reinforce the second-language component, thus during content-area presentation, the only skill required should be communication to encourage free conversation. Correcting errors should be at a minimum. Gonalez proposes that full bilingualism at all levels should be the goal of maintenance bilingual programs.

GB

Harrington, Charles E. "Pupils, Peers, and Politics," in Cross-Cultural Approaches to Learning, Charles C. Harrington, ed., New York: MSS Informative Corp., 1973.

This report takes a rather novel view of cross-cultural problems in education. The author discusses ways in which political socialization is accomplished in schools, indicating that schools are decidedly undemocratic institutions which perform a useful function for the basically conservative state. Differences in the contents of textbooks and lessons for different categories of children are discussed.

H

Hernandez-Chavez. "Bilingual/Bicultural Education: A Fairy Tale" in Language Development in a Bilingual Setting, Pomona, California: National Multilingual-Multicultural Materials Development Center, California State Polytechnic Uiversity, 1979, pp. 48-57.

Hernandez-Chavez focuses attention on the "role of education and the place of cultural and linguistic diversity in society." He uses a fairy tale to convey the idea that schools today maintain the status quo, and that bilingual education can contribute to the assimilation process needed to maintain the power structure in this society. He perceives this as a problem that must be addressed.

He also points out that the values of the majority culture are more easily inculcated in the children through some BE programs, because in order to succeed in school, the children must accept the values of the school. If they do not succeed, the blame is placed again on their home backgrounds.

B/H/I

Hunter, William A., ed. Multicultural Education Through Competency-Based Teacher Education, Washington, D.C.: American Association of Colleges for Teacher Education, 1974.

A collection of articles given at a conference sponsored by American Association of Colleges for Teacher Education. The purpose of the conference was to show how multicultural education is best served by teacher education on the "competency based" model. The articles, divided into sections representing Black, Spanish-speaking, and Native American points of view, contain information about cross-cultural conflict between teachers and students.

GB

Kimball, Solon T. Culture and the Educative Process, New York: Teachers College Press, 1974.

Deals with the transmission of culture and the inherent potential of bringing anthropological knowledge to bear on educational problems and the dangers growing out of the lack of congruence between our educational system and our rapidly changing sociocultural patterns.

8.2 CLASSROOM ECOLOGY/CLIMATE

GB

Mackey, William F. "A Typology of Bilingual Education," in Bilingual Schooling in the United States--A Sourcebook for Education Personnel, Francisco Cordasco, Ed., New York: McGraw-Hill, 1976, pp. 72-89.

Takes a look at bilingual education as a phenomenon with four dimensions: (1) the learner in the home, (2) the curriculum in the school, (3) the community of the immediate area, and (4) the status of the languages themselves. The author claims all of these variables must be taken into consideration to design the most appropriate type of program.

GB

Moody, Charles D. Bilingual/Bicultural Education: Conference Papers, Program for Educational Opportunity, University of Michigan, Ann Arbor, Michigan.

The papers include five sections addressing issues of philosophy, law, language and linguistics, culture, and techniques and teaching strategies of bilingual/bicultural education.

A. Castaneda, P.L. Howard and M. Ranmirez: "A New Philosophy of Education"
E.H. Sterinman: "Lau v. Nichols: Implications for Bilinqual/Bicultural Education"
R.C. Troike: "Language and Linguistics on Bilingual Education"
L.B. Kiddle: "Spanish Usage in the U.S."
D.A. Thomas: "Spanish Speakers' Linguistic Interference on their English"
S. Betances: "Arguments in Support of Bilingual/Bicultural Education"
G.H. Sesi: "The Cultural Social and Educational Backgrounds of the Chaldean and Arabic Students in Michigan Schools"
R. Martinez: "The Community: A Neglected Resource for Bilingual Program Effectiveness"
W. Katra and W. Cline: "Appropriate Models for Bilingual/Bicultural Instruction in Michigan"
T.C. Yuam: "The Implementation of the Bilingual Program for the Vietnamese Children at Palmer Elementary School, Grand Rapids
J. Thomas: "Strategies for the Implementation of Bilingual Programs"

8.2 CLASSROOM ECOLOGY/CLIMATE

I

Oklahoma State University. Oklahoma Indian Education Needs Assessment, Vol I: Summary, Conclusions and Recommendations.

A summary report of the perceptions and current status of Oklahoma Indian education, and conclusions and recommendations on a variety of topics ranging from social/emotional attitudes to economic conditions.

H/GB

Regional Education Agencies Project on International Education. A Resource Manual for Implementing Bilingual Education Programs, (Section 505, Title V Elementary and Secondary Education Act P.L. 89-10). n.d., pp. 4-5.

Reference is made to the Statewide Design for Bilingual Education approved by the Texas State Board of Education which places emphasis on these major goals: (1) Implementation of programs for students whose first language is Spanish; (2) Implementation of programs for students whose first language is English; (3) Development of measuring instruments for children in bilingual programs; and (4) staff development.

H

Reyes, Vinicio H. Bicultural/Bilingual Education for Latino Students--A Continuous Progress Model, Ph.D., Loyola University, Chicago, 1975.

Provides a rationale for bilingual education in Chicago based on historical developments and the socio-cultural characteristics of the Spanish-speaking students in Chicago; and proposes a model for a continuous progress, two-way integrated, maintenance type, total bicultural program that would incorporate up-to-date educational strategies beginning with the Early Childhood Bilingual Readiness Center, and continuing with the same group to the Elementary Bilingual Center, the Bilingual Middle School, and the Bilingual High School.

8. CLASSROOM INTERACTION PATTERNS

8.3 ETHNOGRAPHIC FEATURES

Participant Structures

H

Askins, Billy E., et al. Clovis-Portales Bilingual Early Childhood Program: Second Year Evaluation Study, U.S. Educational Resources Information Center, July 1975.

Describes and evaluates a bilingual early education intervention program which uses the concept of responsive environment in language development (English and Spanish) and in cognitive and staff development. The program's two major components are examined: instructional (language development in English and Spanish, school readiness and subjective evaluation of self-concept) and community parental involvement (information dissemination to community organizations, and home visits providing parents with training the child development and techniques for school education in the home). Findings indicate that the students made significant gains in language ability in English and Spanish, general school readiness, developing and maintaining a positive self-image and developing various developments of personality and growth.

H

Community Involvement

California State Department of Education. "Trabajando en Conjunto con los Padres: Una Guca para que los Padres Participen en los Programas de Educacion," Sacramento, California, August, 1979, 12 pp.

This Spanish-language booklet is a translation of the California State Department of Education publication "Putting It Together With Parents." Starts with reasons for parental participation in compensatory education, such as changing the historical lack of understanding of education by low SES groups and affirming the idea that children's needs are met more effectively when parents participate in the educational system. The booklet continues with specific suggestions in these areas:

a) how to establish better communication between the school and parents;
b) how to increase parental participation by cooperative activities among all school personnel;
c) how to communicate to the parents their role in the educational process;
d) how to involve parents in school activities, classroom and extra-curricular;
e) how to plan for and carry out home visitations.

Also included are models for questionnaires and records of interviews with and participation by parents.

F

Cox, Lorraine. Carvbon Bilingual Project: Final Evaluation Report, 1973-1974, U.S. Educational Resources Information Center, September, 1975.

Evaluation report of the Carvbon Exemplary Bilingual Project for 73-74. In its 2nd year, this English/French program involved 2 kindergarten, 2 first grade and 2 second grade classes. The report includes a description of the project and a discussion of the procedures used to evaluate it, as well as an assessment of each of the five project components: instructional, staff development, community involvement, materials development, and management; and a section on summaries and recommendations. The major conclusion is that the program students performed as well as comparison non-program students, and that skill acquisition was not harmed by the program. An appendix deals with students who received special services for behavioral and/or academic problems.

H

Gonzalez, Gustavo. The Identification of Competencies for Child Development Associates Working with Chicano Children, Final Report, Washington, D.C.: Child Development Associate Consortium, Inc., 1974.

The purpose of this investigation was to identify necessary cultural, language and cognitive skills and teaching methods for Child Development Associates working with Chicano children.

8.3 ETHNOGRAPHIC FEATURES

GB

Griffin, Peg. "Three Social Factors Involved in Language and Bilingual Education Programs." In Language Development in a Bilingual Setting. Pomona, Calif.: National Multilingual-Multicultural Materials Development Center, California State Polytechnic University, 1979. pp. 71-88.

The three social factors are: 1) the roles and resources of language systems as social instritutions; 2) the attitudes toward each language; and 3) the use of it in any situation. She explores what can be predicted about the stability of these factors. Local bilingual bicultural education (BBE) programs must gather data to answer these questions and to provide feedback as to how the programs respond to changes in these factors.

Ethnographic data (how each language is used to serve social interactional purposes) can provide comparative information for preparing instructional materials and assement materials for proficiency. It also provides for better evaluations of BBE programs by providing the means to compare different models. The variables examined must be crucial and causally related to the outcomes examined. Information from ethographic sources can also be useful in teacher training for more effective classroom language usage. Teachers need to know which utterances are most needed in the classroom setting and what their use implies to the hearer; they seldom receive training in this.

The ways speakers of different languages identify and evaluate someone else by elements in an utterance are useful for effective classroom communication. Griffin recognizes this type of sociolinguistic research is much needed.

GB

Hymes, Dell. "Ethnographic Monitoring." In Language Development in a Bilingual Setting. Pomona, Calif.: National Multilingual-Multicultural Materials Development Center, California State Polytechnic University, 1979. pp. 71-88.

Hymes proposes that ethnography can serve to monitor bilingual education programs, and that it can contribute to the "planning, conduct, evaluation and justification" of the programs. Ethnography examines the norms for using some forms above others, and to what effect. While the functions of lanquage are universal, the forms used are not; they are instrumental. Ethnography can also provide validity for evaluations by clarifying the conditions of success or failure.

8.3 ETHNOGRAPHIC FEATURES

Bilingualism is sometimes blamed for political divisions, but usually social forces that create division coincide with language boundaries. Ethnography can interpret "success" in bilingual education in social terms to aid in decision making.

Cooperation in monitoring among the various people involved in the task may provide objectivity, and a feedback system for determining the success of the program in an ongoing way. The author thinks that people from the community can and should do the ethnographic monitoring. Teachers can become aware of how their own observations of children may be skewed, familiarize themselves with the repertoire of the students' language usage, and with the role of language in the community. He also points out that how the classroom usage of language meshes with the larger system in the community is important.

H/B

Landes, R. Culture in American Education - Anthropological Approaches to Minority and Dominant Groups in the Schools, New York: Wiley, 1965.

Describes an experimental teacher and social worker training program which combined aspects of anthropology and education in an effort to solve the school and welfare problems of minority groups in California, especially those of Negroes and Mexican Americans.

GB

McConnell, Beverly. Bilingual School Tutoring Projects, A State of Washington URRD (Urban, Rural, Racial Disadvantaged) Program, Washington State Intermediate School District, 1975.

The program provides interstate and interdistrict tutoring services, usually outside of regular school hours, to children of migrant and seasonal farm worker families. The tutoring is done by adult paraprofessionals, many of whom are parents or relatives of the children served. The program consists of two permanent sites in Connell and Mores Lake, Washington, and a "Mobile Component" which brings the children from their home base in LaGrulla, Texas, to Washington, Oregon, Idaho, and Illinois.

8.3 ETHNOGRAPHIC FEATURES

GB

McConnell, Beverly. Training Migrant Paraprofessionals in Bilingual Mini Head Start, Evaluation of Progress, No. 8, 1976.

This program consists of two year-round sites located in Washington State and a third site called the "Mobile Component." The Mobile program operates in LaGrulla, Texas, during the winter; then the teachers, recruited from the families of the children served, move north when the children do, and set up centers wherever the children move to, continuing their education at each stop. Areas covered are instruction, staff development, parent and community involvement, materials development, and management for an interstate delivery system.

GB

Spolsky, Bernard. "Problems in the Assessment of the Effect of Language Education Policies in a Multilingual Society." In Language Development in a Bilingual Setting. Pomona, Calif.: National Multilingual-Multicultural Materials Development Center, California State Polytechnic University, 1979. pp. 141-155.

Spolsky outlines a three-level model to assess the overall effect of a bilingual program: 1) the first level represents the community; 2) the second level, factors that are controlled by those administering the program; 3) the third level deals with the perceptions of those deemed responsible for the program. Overarching these three levels there are six major divisions:

1. linguistic factors
2. sociological factors
3. economic factors
4. political factors
5. psychological factors
6. religio-cultural factors.

The first division (linguistic factors) includes distinctions between standards and local varieties; the level of literacy in these; the effects of BE, whether maintenance, shift, or revival. The second (sociological factors) encompasses the social status of the speakers of the languages; whether the school is an alien or integrated institution; how it will affect the social system by altering status. The third (economic factors) notes that if the school is seen as contributing to pluralism, the target group might fear continued discrimination; the school can function as an employer.

The fourth division (political factors) includes various levels of involvement from international to local; the potential integrational effect of a national language versus the potential disintegrational effect of pluralism and possible changes in the power structure because of bilingual education. The fifth division (psychological factors) states when other variables are distinct, the evidence shows bilingualism is not a disadvantage to intelligence; BE can arise from or affect attitudes in a community, but it takes a long time for attitudes associated with status to change; evidence is uncertain as to how attitude changes affect learning.

The last category (religio-cultural factors) notes that political or economic factors are usually suspected at the root of most dissatisfaction with the teaching of culture; some argue teachers from outside the community deal inadequately with local culture; teaching about the culture is not the same as integrating minority and majority cultures; religious factors can inhibit minority language teaching if a group wishes to keep its religion secret or support it when the religion is associated with a scared text, etc. Educational factors are most important but hard data is meagre. The other factors discussed are usually stronger sources for support for BE programs.

I

Student National Education Association and the Southwestern Cooperative Educational Laboratory, Report, 1978.

Describes student teacher live-in Indian project for 10 prospective teachers at the Canocito Navajo Reservation (Laguna, New Mexico), designed to determine the contribution of the student teachers to the Indian community and to assess the potential for personal sensitivity growth and teacher education reform through such cross-cultural exposure. Upon project completion, each student is expected to develop a curriculum of supplementary cross-cultural experiences.

GB/H

Texas Education Agency. Trying to Provide the Best Education for the Youth of Texas, n.d., (Pamphlet).

The pamphlet includes a definition of bilingual education; a rationale for bilingual education; identification of the six components of bilingual education; and involvement of parents. State law concerning bilingual education is also included.

8.3 ETHNOGRAPHIC FEATURES

H

Yorrow, Beth. Bilingual/ESL Programs for Migrant Children, New Mexico State University, National Educational Laboratory Publishers, Inc., Austin, Tex.

Discusses the development of special programs for Spanish-speaking migrant children. Topics covered are: definition of bilingual education and ESL, judicial and legislation support, pre-program assessment, grade and age level, children's length of stay, integration with or segregation from regular school program, selection of program models, establishment of instructional program goals, program staff, parent and community involvement, support services, instructional materials, student and program evaluation, and dissemination.

8. CLASSROOM INTERACTION PATTERNS

8.4 LINGUISTIC FEATURES

Codeswitching
Interference
Language use

H

Adalberto, A. Language in the Chicano Community - A Sociolinguistic Consideration, 1977.

This book reviews the literature on code-switching and language loyalty by Chicanos. It presents an outline of elements which should be considered for a Chicano sociolinguistic research program. The author maintains that use of research subjects as research participants should be explored.

GB

Anvar, Beatriz and Tracy Gray. The Importance of Teacher and Student Language Attitudes on Achievement in Bilingual/Bicultural Education, 1977.

This is a review of the literature on the effect of teacher and student attitudes toward language on language learning. The research shows that individuals have attitudes toward certain speech samples which are communicated to others. The research does not, however, substantiate the assumption that teachers' attitudes affect the performance of the child. The research also illustrates the controversy surrounding the question of age as a variable in language learning.

8.4 LINGUISTIC FEATURES

H

Blanco, George, et al. Bilingual Education: Current Perspectives - Volume 4, November 1977.

The Office of the Commonwealth of Puerto Rico and the Center for Applied Linguistics cooperated in a state-of-art study of the field of bilingual education. The study covers four general areas concerned with bilingual education, social science, languages and linguistics, and law and education. This is the fourth in a series of four volumes that present the major papers and viewpoints on education including: The Education Perspective" by George Blanco, and the following viewpoints: Budgeting for Bilingual Education by Jose A. Cardenas; "Psycholinguistic Evidence" by James Cummios; "Analyzing Bilingual Education Costs" by Joseph D. Garac; "Cross-Cultural Research" by William Hall; "Meeting the Needs" by Byron W. Hansford; and "The Importance of Testing" by Protase Woodford.

H

Carrow, Sister Mary Arthur. A Comparative Study of the Linguistic Functioning of Bilingual Spanish-American Children and Monolingual Anglo-American Children at the Third Grade Level, Ph.D. Dissertation, Northwestern University.

A study of the linguistic functioning of two groups of third-grade children who differed in the number of languages spoken, but who were similar in regard to age, socioeconomic background, and intelligence. The conclusion was drawn that the bilingual children were handicapped in some aspects of language, particularly those related to vocabulary and articulation. Results suggest that language difficulties of the bilingual children in this study are related to a paucity of linguistic and experiential stimuli for vocabulary development and the presence of confused and incorrect language and speech patterns in the home.

8.4 LINGUISTIC FEATURES

GB

Condon, C.E. Introduction to Culture and General Problems of Cultural Interference in Communication, New Brunswick, N.J.: Rutgers University, 1974.

Points out the importance of assessing intercultural relations, given that misunderstandings between members of different societies are apt to occur as a result of the speakers' tendency to communicate with each other through different viewpoints based on variant mental models of reality vs. materialism. Each theme presents a study which is paralleled by notes and bibliographic citations. This guide emphasizes humanistic concerns and utilizes numerous literary sources.

GB

Cummins, James. The Cognitive Development of Bilingual Children: A Review of Recent Research, 1977.

The review contrasts the positive experience with bilingualism of bilingual children in "additive" environments with the difficulties experienced by bilingual children in "subtractive" environments. The author suggests that "there may be threshold levels of linguistic conference which bilingual children must attain in order both to avoid cognitive deficits and to allow the potential beneficial aspects of becoming bilingual to influence cognitive growth."

GB/OLC

Evers, Karl-Heinz Willie. The Effects of Bilingualism on the Recall of Words Presented Aurally, University of Minnesota, 1979.

The purpose of this study was to determine whether words repeated aurally in English and German are as well retained as words repeated in a single language, and how translation is involved in cognitive processes of bilingual subjects. Results indicate that in an unconnected discourse, a bilingual person stores items in terms of their semantic and not their morphemic or phonetic properties.

8.4 LINGUISTIC FEATURES

GB

Fantini, A.E. Language Acquisition of a Bilingual Child: A Sociolinguistic Perspective (To Age Five), Ph.D. Dissertation, University of Texas at Austin, 1974.

This is a sociolinguistic analysis of language acquisition based on longitudinal observation of one bilingual child. Analysis of the data suggests that the child begins differentiation almost immediately upon contact with the two-language system, that this differentiation is facilitated by the separate use of each language on the environment and that the child is capable of complete code-switching as early as age 2.8.

GB

Ferguson, Charles A. "Linguistic Theory," in Bilingual Education: Current Perspectives, Volume 2: Linguistics, Tucker, G. Richard, et al., Arlington, Va.: Center for Applied Linguistics, July 1966.

A discussion of the contributions of general linguistic theory and research to the field of bilingual education. Considered are the linguist's approach to the study of language, findings about the nature of human language, and psycholinguistic themes of language acquisition.

B/H

Fiege, Kollmavn, Laila Maria. Reading and Recall Among Bilingual and Dialect Speaking Children, Ph.D. Dissertation, University of California, Irvine, 1975.

The study compares the oral reading performance of black English and bilingual Mexican-American children. Standard English-speaking children are used as reference.

The BE group behaves similarly to the SE group in all categories except in morphological and pronunciation substitutions, where dialect involvement can be noted. The BE reader is able to predict, interpret and recall as well as the SE reader. The MA readers made more substitutions of all types that result from uncertainty in how to pronounce English vowels and consonants and from Spanish influence. The MA reader who knows the English grapheme-phoneme rules reads as well as the SE reader. There was a tendency for the MA group to add, correct, repeat and reverse less than the SE or the BE group does. The MA readers rely more on decoding skills when reading. The best reading performers came from the MA group, the best recallers came from the BE group.

8.4 LINGUISTIC FEATURES

H

Fishman, Joshua, Cooper, Robert L., and Ma Roxanna. Bilingualism in the Barrio, Bloomington, Indiana: Indiana University, 1971.

This book covers a broad range of topics in sociolinguistics and psycholinguistics, and deals almost exclusively with the Puerto Rican community in New York City. The overall purpose is to provide in-depth information concerning measurement and descriptions of societal bilingualism.

GB

Giordano, Gerard. Neurological Research on Language and the Implications for Teaching Bilingual Children to Read, 1977.

Everyone does not exhibit similar expertise in processing oral or verbal language. The author explores the following question: "Is visual language a genetically distinct and substantively more difficult type of processing than oral language or are children taught to read in a way that does not optimally conform to the essential nature and organization of the brain?" The author concludes that "the optimal method should be based on communicative strategies which introduce vocabulary, syntax and subject matter compatible with the major channel of language processing" in other words, using the child's native language, including vocabulary, syntax and subject matter.

GB

Gumperz, John J., and Eduardo, Hernandez-Chavez. "Bilingualism, Bidialectalism, and Classroom Interaction," in Functions of Language in the Classroom, Courtney B. Cazden, Vera P. John and Del Hymes, eds., New York: Teachers College Press, 1972.

An examination of sociolinguistics with special reference to classroom interaction, particularly between teacher and student. Primarily concerned with the effects of code switching, "foregrounding," pedagogical style vis-a-vis minority students, the special sensitivity of bilinguals to the relationship between language and context, and the interaction among student dialect, teacher expectation, and student motivation. A major message is that culture plays a role in communication similar to the role of syntactic knowledge in the decoding of referential meanings. Implications for understanding language use in culturally diverse classrooms are set forth.

8.4 LINGUISTIC FEATURES

GB

Harmers, Josiane Frieda-Alire. Interdependent and Independent States of the Bilingual's Two Languages, Ph.D. Dissertation, McGill University, Canada, 1973.

To investigate the interdependencies of a bilingual's two languages a series of experiments were conducted using various techniques to elicit different degrees of cross-language interaction. The overall results demonstrate that verbal material is decoded by bilinguals, suggesting that there is no effective language-switch mechanism functioning at the input level. Bilinguals are, however, capable of deciding in which language they will encode a response and this decision is independent of both the decoding processes and the semantic aspect of the to-be-encoded response.

GB

Harris, David P. Testing English as a Second Language, New York: McGraw Hill, 1969.

This text presents measures used to test English language skill in non-English dominant or foreign students. He discusses tests of grammatical structure, auditory discrimination, vocabulary, reading comprehension, writing ability, oral production, etc., as well as reliability, validity, basic test statistics, and practical concerns such as preparing, administering and interpreting a test. Included is a short bibliography of works on language testing and general measurement.

GB/OLC

Hodes, Phyllis. A Psycholinguistic Study of Reading Miscues of Yiddish-English Bilingual Children, Ed.D. Dissertation, Wayne State University, 1976.

Goodman's psycholinguistic theory of the reading process is studied through the oral reading miscues generated by six children who are bilingual in Yiddish and English. This study shows how the reading miscues and processes reflect bilingual training. It determines the relationship of miscues to reading comprehension, adds new data to bilingual reading research, and demonstrates the Reading Miscue Inventory's effectiveness in analyzing the reading processes of chldren who use a foreign alphabet.

8.4 LINGUISTIC FEATURES

H

Jaramillo, Marie-Luci. Cultural Differences Revealed Through Language, entire issue of NCRIEEO Tipsheet, #8--Clearinghouse on Urban Education, New York, New York, 1972.

The document describes in detail idiomatic differences between Spanish and English which reveal more basic differences in cultural norms and common assumptions.

GB

Mackey, W. "Bilingual Interference: Its Analysis and Measurement," Journal of Communication, 1965, Vol. 15, pp. 239-249.

An examination of the meaning of interference; its relation to the language behavior of the bilingual; its analysis; and its measurement.

GB

Martin, K. Chen. Intelligence and Bilingualism as Independent Variates in a Study of Junior High School Students of Chinese Descent, Ed.D. Dissertation, University of California, Berkeley, 1964.

An investigation of the effects of bilingualism, separately and in different combinations, on linguistic skills as measured by English tests. It is inferred that bilingualism is a factor in the inferior performance of bilingual students. As the bilingual students have to grapple with two languages that are syntactically different, they have not succeeded in progressing from the stage of syncetism to the stage of analyses, with the result that they cannot discern the finer points in English usage. The evidence produced in this study supports the recommendation that the introduction of a second language in the elementary school curricula be delayed until it can be demonstrated that the children have learned their English skills reasonably well.

produce more structurally complete teaching units. On measures related to syntactic complexity defined in terms of the number and type (nominal, adverbial, and coordinating) of sentences and the transformations used, the bilingually schooled pupils' performance is superior to the monolingually-schooled by grade 2. For both groups, years in school account for measurable differences in the use of certain English language construction.

H/I

Saville-Troike, Muriel. "Bilingual Children: A Resource Document," in Bilingual Schooling in the U.S. A Sourcebook for Educ Personnel, Francesco Cordasco, ed., New York: McGraw Hill, 1976, pp. 165-188.

This article presents the process of first language acquisition by following children's linguistic development. It presents the process of second language acquisition, differentiating between children's and adults' skills. Group profiles of Mexican-American, Puerto Rican and Indian children are also presented.

GB/H

Tucker, G. Richard, et al. Bilingual Education: Current Perspectives, Vol. 2: Linguistics Center for Applied Linguistics.

This volume is the second in a series of four that presents a collection of the major papers and viewpoints of the discussants of a state-of-the-art study on bilingual education compiled by the Commonwealth of Puerto Rico and the Center for Applied Linguistics. The focus of this volume is linguistics. The State-of-the-art paper is "The Linguistic Perspective," by G. Richard Tucker and the viewpoints include: "Linguistic Theory" by Charles A. Ferguson; "Teaching Bilingual Children" by Gustavo Gonzalez; "Second Language Learning" by Evelyn R. Hatch; and "Research" by Christina Bratt Paulston. A biliography is included.

8.4 LINGUISTIC FEATURES

GB

Vogat, G. "Thinking Before Language?" in Childhood Education, 1971/72, 48, pp. 248-251.

The role of language in intellectual development is considered. "To learn the word is one thing, to understand the concept is another." The author claims that, "in order to teach logical concepts to young children, particularly those who have socio-economic disadvantages, the teacher must first help the child structure his actions on objects in such a way that the logical process will be strengthened."

GB

Walters, M. and T. Grade. Monolingual Versus Bilingual Children's Performances in Repetition of Base and Transformational Sentences, University of Utah, 1974.

The purpose of this study is to determine whether the linguistic performance of monolingual children is superior to that of bilingual children in repetition of embedded base, embedded transformational sentences, or both. Differences in performances of bilingual and monolingual children were not statistically significant for either accurate repetitions of or modifications of base and transformational structures. Trends favored the monolingual group.

GB

Ware, Donald Lavonne. The Effects of Cultural Bilingualism upon the Ability of Special Class Educable Mentally Retarded Children to Transfer Word Meanings from Non-Standard English to Standard English, Ph.D. Dissertation, The Ohio State University.

An investigation of the relationship between the use of public language by special class educable mentally retarded children and regular class borderline children and its effects upon verbal cognition. The investigation was specifically concerned with word meaning and the ability of the child to transfer word concepts from non-standard English to standard English forms. The major conclusion was that children from lower class groups display an ability to conceptualize, transfer and communicate within and between two language forms. It is also apparent from the results that a bilingual co-existence is prevalent among children from lower-class groups.

8. CLASSROOM INTERACTION PATTERNS

8.5 INTERPERSONAL INTERACTIONS

Teacher-Student Interactions

Teacher Questioning (by Language and Ethnic Group of Student)
Teacher Praising (by Language and Ethnic Group of Student)
Teacher Rejecting (by Language and Ethnic Group of Student)
Teacher Direction-giving (by Language and Ethnic Group of Student)

Student-Teacher Interactions

Student-teacher Response to Teacher

H

Bolger, P.A. *The Effect of Teacher Spanish Language Fluency upon Student Achievement in a Bilingual Science Program*, Ph.D. Dissertation, St. John's University, 1976.

This dissertation investigates the effects of two different types of bilingual science instructors upon student science achievement in a bilingual science program. It also considers the influence of student bilingual dominance upon science criterion scores used to determine program success and to compare teacher effectiveness.

Findings revealed that bilingual science education for seventh grade, junior high school students of Hispanic background resulted in student science achievement significantly different from that of comparable students in the conventional program. It also was found that superior program results were obtained by fluent Spanish-speaking science teachers. However, even though the students were comparable in terms of science competence, they were not comparable in terms of bilingual dominance. Later analysis revealed that control of student bilingual dominance can affect results.

8.5 INTERPERSONAL INTERACTIONS

H/GB

Cazden, Courtnery B. "Curriculum/Language Contexts for Bilingual Education." In *Language Development in a Bilingual Setting*. Pomona, Calif.: National Multilingual Multicultural Materials Development Center, California State Polytechnic University, 1979. pp. 129-137.

A study of teacher/pupil talk by bilingual teachers which shows: 1) during the Spanish language lesson for native English-speaking primary grade children the teachers switched from *Spanish to English* 140 times; 2) during the English lesson for Spanish speackers there were two switches; and, 3) 70% of the switches were for disciplinary reasons.

The power in teaching language according to Cazden, especially in supporting the weaker language in a bilingual program comes from *using* the language, not *learning about* it. Natural language learning depends on the extent to which it is necessary for communication.

The message conveyed by setting Spanish aside as something special is that English is the more "natural" language. Cazden identifies helpful acquisition contexts modeled on language outside the classroom:

1. nonverbal cues help decipher verbal cues;
2. verbal interactions serve a *necessary* communicative function;
3. the focus is more likely on meaning, not form; and
4. concrete referents for some words.

Two problem areas in designing curricula for maximum language *use* are also identified: 1) all learners at early stages in L2 acquisition, and 2) older learners with a temporary but great gap between communicative intent and resources.

Science as a content vehicle for L2 learning is suggested because it includes manipulation of objects and clear referents for words and instructions that are demonstrable.

Mathematics, in contrast, is a solitary and silent activity. The vocabulary is limited and occurs rarely elsewhere. The role of students in dialogue may be restricted. It is sequential, and L1 instruciton may be necessary to tap prior knowledge of recent immigrants. Success or failure in a student response may be difficult to trace to either comprehension of the concepts or of the language. At the lowest levels in school, however, mathematics might be useful because of the restricted responses and manipulable referents. Cazden also points out that at all levels, mathematics word problems are especially difficult to handle.

8.5 INTERPERSONAL INTERACTIONS

I

Dumont, Robert V. Jr. "Learning English and How to be Silent: Studies of Sioux and Cherokee Classrooms," in *Functions of Language in the Classroom*, Courtney B. Cazden, Vera P. John, and Dell Hymes, eds., New York: Teachers College Press, 1972.

The article compares and contrasts a singularly ineffective teacher of Indians with a singularly effective one. The article concerns the way (silence) in which Indian children gained control over insensitive white teachers and thus protected themselves from pedagogical excesses.

GB

Gumperz, John J., and Eduardo, Hernandez-Chavez. "Bilingualism, Bidialectalism, and Classroom Interaction," in *Functions of Language in the Classroom*, Courtney B. Cazden, Vera P. John and Del Hymes, eds., New York: Teachers College Press, 1972.

An examination of sociolinguistics with special reference to classroom interaction, particularly between teacher and student. Primarily concerned with the effects of code switching, "foregrounding," pedagogical style vis-a-vis minority students, the special sensitivity of bilinguals to the relationship between language and context, and the interaction among student dialect, teacher expectation, and student motivation. A major message is that culture plays a role in communication similar to the role of syntactic knowledge in the decoding of referential meanings. Implications for understanding language use in culturally diverse classrooms are set forth.

GB

Jayatilleke, R. *Human Relations in the Classroom: An Annotated Bibliography, Supplement 3*, New York: ERIC Clearinghouse on the Urban Disadvantages, Columbia University, 1974.

An annual supplement to the first bibliography on human relations in the classroom (ED 051 315), including documents announced in the 1973 issues of "Research in Education" and journal articles cited in the 1973 issues of "Current Index to Journals in Education". It contains references to published books, documents, journal articles, and unpublished articles in the ERIC system.

8.5 INTERPERSONAL INTERACTIONS

I

Phillips, Susan U. "Acquisition of Rules for Appropriate Speech Usage," in Bilingual Schooling in the U.S. - A Sourcebook for Educational Personnel, Francesco Cordasco, ed., New York: McGraw Hill, 1976.

Reports that Indian children fail to participate verbally in classroom interaction because the social conditions for participation to which they have become accustomed in the Indian community are lacking. Educators should not assume that because Indian children speak English they have also assimilated all the socio-linguistic rules underlying interaction in classroom and other non-Indian social situations where English is spoken.

GB/H

Texas Education Agency and the Department of Instruction of the Laredo Independent School District. Competency/Performance-based Teacher Training Modules for Project B.E.S.T. (Bilingual Education Staff Training), Laredo, Texas: Laredo Independent School District, 1977.

Fifteen bound booklets in modular form are part of the Project's teacher education materials. The goals of the project are to improve instructor competencies in teaching reading to students of limited-English-speaking ability (LESA); to improve and develop interpersonal communications skills; to develop competency in management skills; and to improve the self-image of LESA students.

H

Townsend, Darryl Raymond. A Comparison of the Classroom Interaction Patterns of Bilingual Early Childhood Teachers, Ph.D. Dissertation, The University of Texas at Austin, 1974.

The purposes of this study are: to determine the consistency of interaction patterns of bilingual early childhood teachers while teaching in Spanish and English; and to compare the consistency of interaction patterns for males and females, for teachers and assistant teachers, and for those working with four-year-old children and those working with three-year-olds. The study suggests that there are differences in the interaction patterns of bilingual teachers, as they taught in Spanish and in English: (1) more questioning in Spanish, more praising in English; more rejecting of student answers in Spanish, and more directions given during English lessons; (2) the indirect/direct ratios in the two languages were higher for teachers than for assistant teachers, and higher in Spanish for all instructors; (3) there was a higher percentage of response during lessons in Spanish but higher percentage student initialed [sic] response during English lessons.

9. PARENT/COMMUNITY INVOLVEMENT

9.1 SCHOOL TOWARDS PARENT/COMMUNITY

Home Visits
Schools are Warm, Inviting
School Personnel Attend Community Functions
School Listens to Parent Advisory Council (PAC)

H

Askins, Billy E., et al. Clovis-Portales Bilingual Early Childhood Program: Second Year Evaluation Study, U.S. Educational Resources Information Center, July 1975.

Describes and evaluates a bilingual early education intervention program which uses the concept of responsive environment in language development (English and Spanish) and in cognitive and staff development. The program's two major components are examined: instructional (language development in English and Spanish, school readiness and subjective evaluation of self-concept) and community parental involvement (information dissemination to community organizations, and home visits providing parents with training in child development and techniques for school education in the home). Findings indicate that the students made significant gains in language ability in English and Spanish, general school readiness, developing and maintaining a positive self-image personality growth and development.

B/I/GB

Banks, S.L. Inquiry Techniques in Teaching a Multi-Ethnic Social Studies Curriculum, Baltimore, Md.: Baltimore City Public Schools, 1974.

The materials presented are an outgrowth of an inservice program focusing on multi-ethnicity. Articles deal specifically with Native Americans, Jews, and Black Americans. It also contains strategy models and practical considerations for effective inquiry teaching. Other topics deal with cultural pluralism, the melting-pot theory, the theories of Christopher Jencks, and a critical assessment of the Kerner Report. Considerations on the use of community resources and school community relations in ethnic studies conclude the work.

9.1 SCHOOL TOWARDS PARENT/COMMUNITY

GB

Bureau of Transitional Bilingual Education and Bureau of Educational Information Services. "Bilingual Bicultural Is Two Way Education," Massachusetts Board of Education. Third Printing, 1978, 58 pp.

This manual brings together the basic documents of the Transitional Bilingual Education Act of Massachusetts, signed into law in 1971. It explains the definition of transitional bilingual education and points out that the program is full-time, up to three years duration and not intentionally segregationist. Titles of the various sections include:
--Regulations for use in administering transitional bilingual programs;
--Regulations for the certification of bilingual teachers: included are regulations for secondary and special education teachers;
--Criteria to determine bilingual teacher competencies in language skills and culture;
--Guidelines for parental involvement;
--Guidelines--Full-time program of instruction in transitional bilingual education:
  --Curriculum guidelines
  --Treatment of language mediums
  --Content
  --Organization of the curriculum
--Census obligations

H

California State Department of Education. "Trabajando en Conjunto con los Padres: Una Guca para que los Padres Participen en los Programas de Educacion," Sacramento, California, August, 1979, 12 pp.

This Spanish-language booklet is a translation of the California State Department of Education publication "Putting It Together With Parents." Starting with reasons for parental participation in compensatory education, such as changing the historical lack of understanding of education by low SES groups and affirming the idea that children's needs are met more effectively when parents participate in the educational system, the booklet continues with specific suggestions in these areas:
a) how to establish better communication between the school and parents;
b) how to increase parental participation by cooperative activities among all school personnel;
c) how to communicate to the parents their role in the educational process;
d) how to involve parents in school activities, classroom and extra-curricular;
e) how to plan for and carry out home visitations.

Also included are models for questionnaires and records of interviews with and participation by parents.

H

Cota-Robles Suarez, Cecilia. "Values in the Development of Curriculum for Chicanos." In Cultural Issues in Education: A Book of Readings. Pomona, Calif.: National Multilingual-Multicultural Materials Development Center, California State Polytechnic University, 1978. pp. 49-61.

The author lists 10 factors that are in conflict with the values of the Chicano learner and the Chicano Community.

1. Racial prejudice: denial of equal treatment to all based on social mores, founded in ethnocentrism and institutionalized in the current system of education.
2. Stereotyping: reinforced by the literature and the media.
3. Blaming low achievement of Chicanos on their language and culture.
4. Supressing the language and culture of Chicanos: both are assets and should permeate the curriculum.
5. Lack of parental involvement and community involvement in the decision-making of the school and school district.
6. Under-representation of Chicanos in public schools: they should be represented in all levels in proportion to the Chicano population.
7. Use of Ability Grouping: biased tests have been used as criteria. Chicanos are over-represented in low-ability groupings.
8. Inadequacy of the staff working with Chicanos: teachers should be proficient in the language and culture of the students and should be able to implement a curriculum that is relevant to them.
9. Irrelevancy of the training of the staff working with Chicano students: so far the institutions have lacked Chicano faculty, and courses and methodology are inadequate.
10. Monolingual/Monocultural Education: bilingual education designed for needs that are determined by surveying communities is necessary.

The author also points out that the curricula for the Chicano student has not considered the Chicano's lifestyle, needs, cultural attributes or language characteristics. Since values are the ideals of life that members of a given society regard as desirable, curriculum objectives should be in harmony with the values of a school district.

GB

Flores, Juan M. "Parents: The Other Bilingual Teachers," in General Information About Bilingual Education, Austin: Bilingual Resource Center, n.d.

Recommends activities for involving parents in the classroom. Ways in which schools can facilitate parental involvement also are suggested.

9.1 SCHOOL TOWARDS PARENT/COMMUNITY

GB

Illinois Board of Higher Education. Bilingual Teacher Education Conference Report, Springfield, Illinois: Illinois Board of Higher Education, December, 1974.

The document contains recommendations made at the Bilingual Teacher Education Conference. It also includes Public Act 78-727, an addition and amendments to the Illinois School Code. Because many teachers in bilingual programs were found to be "not qualified," the recommendations in the Report are addressed to colleges and universities. The programs should be competency-based. Credit should be given for relevant off-campus experiences. Suggested programs are outlined which emphasize a multi-disciplinary approach to teacher education within a four-year program.

Those who have received degrees outside the continental United States should have options made available to them to facilitate their participation.

Certification should be possible within established undergraduate programs. Competencies should be in the areas of language, culture, methods, and field experience. In addition to other certification requirements, the report also includes Public Act 78-727 of the Illinois School Code, 1961, which provides for an Office of Transitional Bilingual Education. The transitional program includes full-time instruction in both English and the native language, and in the history and culture of the country or area which is the native land of the LESA children enrolled. The children identified as LESA students are to be enrolled for three years or until they can "perform successfully" in monolingual English classrooms, whichever occurs first.

H

La Raza. "We Demand, These Demands were made by Chicanos of the Scuthwest in the Poor People's Campaign in Washington, D.C.," in La Raza Yearbook 1969, P.O. Box 31004, Los Angeles, CA 90031, September, 1969, p. 3.

The demands include the following: schools should be warm and inviting to the community; the staff should live in the school neighborhood; schools should teach about other minorities; and school boards should be composed of community residents.

GB

Leacock, Eleanor. "The Concept of Culture and its Significance for School Counselors," in Cultural Relevance and Educational Issues, F. Ianni and Edward Storey, eds., Boston, MA: Little, Brown, and Co., 1973.

A good introduction to a broader and more valid concept of "culture." The author demonstrates how terms such as "the culture of poverty" can be used by lazy educators as stereotypes under which to bury disagreeable students. She argues that the cultural dimension has use only insofar as it is useful in understanding the individual as an individual.

GB

Montes, C. Parental Rights and Involvement in Public Education, Portland, Oregon: Northwest Regional Education Laboratory, n.d., (also available in Spanish).

Federal and state laws and regulations as they relate to parents' rights and responsibilities in the education process are outlined and explained in this booklet. It includes examples of and possible parental reactions to discrimination of various types: due process, corporal punishment, and other school-related topics. Parent and community involvement in bilingual education are also discussed.

GB

Southwest Educational Development Laboratory. Bilingual Early Childhood Program--Level One, Austin, Tex., 1973.

A complete instructional program to be used with the three-year-old child. It includes an instructional component, a staff development component, a parental involvement component, and a music component. The teacher's manual explains the teacher's role in each of the four components.

GB

Southwest Educational Development Laboratory. Bilingual Early Childhood Program--Level Two, Austin, Tex., 1973.

Designed to develop the concepts and skills acquired at Level One and to develop English syntax. Unit titles are: "Tools," "Money," "Wild Animals," "Fish," "Birds," "Insects," and "Plants." To be used with four-year-olds after they have completed Level One of the same series. Includes four components: instructional, staff development, parental involvement, and music. The teacher's manual explains the teacher's role in each of the four components.

Supplementary filmstrips, puzzles, and audio-tapes are included, with mastery tests for each unit. All material in English and Spanish.

GB

Southwest Educational Development Laboratory. Bilingual Early Childhood Program--Level Three, Austin, Tex., 1973.

Designed to be used with five-year-olds in classrooms where children have completed Level Two of the series. Includes four components: instructional, staff development, parental involvement, and music. The teacher's manual is included.

At Level Three, motor skill development is expanded to include writing skill development. Unit titles are the same as in Units One and Two, with the following additions: School Safety, Classroom Environment, and Self-Concept.

GB

Swick, Kevin J., and Terry R. Shepard. Program Objectives for Bilingual, Multicultural Populations from Selected Articles on Bilingual Education, compiled by Peggy C. Duvall, Multicultural Program/School of Education, University of San Francisco, n.d.

Sets forth a set of basic goals for a functional bilingual, multicultural educational program that involves the total community in the educational process.

H/GB

Texas Education Agency. A Statewide Design for Bilingual Education, n.d., (Pamphlet).

This is a Revised Statewide Design for Bilingual Education approved by the Texas State Board of Education on June 5, 1971. The revised design constitutes a uniform basis for all bilingual activities of the Texas Education Agency. Such activities include: (1) bilingual programs based on State Statutes Articles 2654-1d and 2893, Vernon Civil Statutes, Bilingual activities in Title I, Title I Migrant, and Title III, ESEA programs; projects under Title VII, ESEA; State Accreditation Standards; and, multicultural curriculum guidelines required by court order. Goals and components of bilingual education are identified.

9.1 SCHOOL TOWARDS PARENT/COMMUNITY

H/GB

Texas Education Agency. Trying to Provide the Best Education for the Youth of Texas, n.d., (Pamphlet).

The pamphlet includes a definition of bilingual education; a rationale for bilingual education; identification of the six components of bilingual education; and involvement of parents. State law concerning bilingual education is also included.

H/GB

Texas Education Agency, Bilingual Division. Trying to Provide The Best Education for the Youth of Texas, n.d.

Pamphlet includes the following information: (1) definition of bilingual education; (2) rationale for bilingual education; (3) identification of the six components of bilingual education: (4) involvement of parents. State law concerning bilingual education is also mentioned.

I

York, Kenneth, et al. Research and Evaluation Design for the Choctaw Bilingual Education Program, 1975-1976, 1976.

Describes the Mississippi Choctaw Bilingual Education Program, including philosophy, goals, objectives, and proposed evaluation plan. Major components included are: (1) instruction, (2) curriculum and materials development, (3) management, (4) staff development, and (5) parent-community involvement. Areas of research and evaluation are identified. The research/evaluation design is described in great detail.

H

Yorrow, Beth. Bilingual/ESL Programs for Migrant Children, New Mexico State University, National Educational Laboratory Publishers, Inc., Austin, Tex.

Discusses the development of special programs for Spanish-speaking migrant children. Topics covered are: definition of bilingual education and ESL, judicial and legislation support, pre-program assessment, grade and age level, children's length of stay, integration with or segregation from regular school program, selection of program models, establishment of instructional program goals, program staff, parent and community involvement, support services, instructional materials, student and program evaluation, and dissemination.

9. PARENT/COMMUNITY INVOLVEMENT

9.2 PARENT/COMMUNITY TOWARDS SCHOOL

School Staff Includes Community Residents
School Board Includes Community Residents
Parents Included as "Partners in Education"
Parents Participate in PAC

B/I/GB

Banks, S.L. Inquiry Techniques in Teaching a Multi-Ethnic Social Studies Curriculum, Baltimore, Md.: Baltimore City Public Schools, 1974.

The materials presented are an outgrowth of an inservice program focusing on multi-ethnicity. Articles deal specifically with Native Americans, Jews, and Black Americans. It also contains strategy models and practical considerations for effective inquiry teaching. Other topics deal with cultural pluralism, the melting-pot theory, the theories of Christopher Jencks, and a critical assessment of the Kerner Report. Considerations on the use of community resources and school community relations in ethnic studies conclude the work.

9.2 PARENT/COMMUNITY TOWARDS SCHOOL

GB

Bureau of Transitional Education and Bureau of Educational Information Services. "Bilingual Bicultural Is Two Way Education," Massachusetts Board of Education. Third Printing, 1978, 58 pp.

This manual brings together the basic documents of the Transitional Bilingual Education Act of Massachusetts, signed into law in 1971. It explains the definition of transitional bilingual education and points out that the program is full-time, up to three years duration and not intentionally segregationist. Titles of the various sections include:

--Regulations for use in administering transitional bilingual programs.
--Regulations for the certification of bilingual teachers: included are regulations for secondary and special education teachers;
--Criteria to determine bilingual teacher competencies in language skills and culture;
--Guidelines for parental involvement;
--Guidelines--Full-time program of instruction in transitional bilingual education:
  --Curriculum guidelines
  --Treatment of language mediums
  --Content
  --Organization of the curriculum
--Census obligations

H

California State Department of Education. "Trabajando en conjunto con los Padres: Una Guca para que los Padres Participen en los Programas de Educacion," Sacramento, California, August, 1979, 12 pp.

This Spanish-language booklet is a translation of the California State Department of Education Publication "Putting It together With Parents." Starting with reasons for parental participation in compensatory education, such as changing the historical lack of understanding of education by low SES groups and affirming the idea that children's needs are met more effectively when parents participate in the educational system, the booklet continues with specific suggestions in these areas:

a) how to establish better communication between the school and parents;
b) how to increase parental participation by cooperative activities among all school personnel;
c) how to communicate to the parents their role in the educational process;
d) how to involve parents in school activities, classroom and extra-curricular; and
e) how to plan for and carry out home visitations.

Models for questionnaires and records of interview with and participation by parents are also included.

9.2 PARENT/COMMUNITY TOWARDS SCHOOL

H

Cota-Robles Suarez, Cecilia. "Values in the Development of Curriculum for Chicanos." In *Cultural Issues in Education: A Book of Readings.* Pomona, Calif.: National Multilingual-Multicultural Materials Development Center, California State Polytechnic University, 1978. pp. 49-61.

The author lists 10 factors that are in conflict with the values of the Chicano learner and the Chicano Community.

1. Racial prejudice: denial of equal treatment to all based on social mores, founded in ethnocentrism and institutionalized in the current system of education.
2. Sterotyping: reinforced by the literature and the media.
3. Blaming low achievement of Chicanos on their language and culture.
4. Supressing the language and culture of Chicanos: both are assets and should permeate the curriculum.
5. Lack of parental involvement and community involvement in the decision-making of the school and school district.
6. Under-representation of Chicanos in public schools: they should be represented in all levels in proportion to the Chicano population.
7. Use of Ability Grouping: biased tests have been used as criteria. Chicanos are over-represented in low-ability groupings.
8. Inadequacy of the staff working with Chicanos: teachers should be proficient in the language and culture of the students and should be able to implement a curriculum that is relevant to them.
9. Irrelevancy of the training of the staff working with Chicano students: so far the institutions have lacked Chicano faculty, and courses and methodology are inadequate.
10. Monolingual/Monocultural Education: bilingual education designed for needs that are determined by surveying communities is necessary.

The author also points out that the curricula for the Chicano student has not considered the Chicano's lifestyle, needs, cultural attributes or language characteristics. Since values are the ideals of life that members of a given society regard as desirable, curriculum objectives should be in harmony with the values of a school district.

9.2 PARENT/COMMUNITY TOWARDS SCHOOL

H

Flores, Juan M. "Parents: The Other Bilingual Teachers," in General Information About Bilingual Education, Austin: Bilingual Resource Center, n.d.

Recommends activities for involving parents in the classroom. Ways in which schools can facilitate parental involvement also are suggested.

H

La Raza. "We Demand, These Demands were made by Chicanos of the Southwest in the Poor People's Campaign in Washington, D.C.," in La Raza Yearbook 1969, P.O. Box 31004, Los Angeles, CA 90031, September, 1969, p. 3.

The demands include the following: schools should be warm and inviting to the community; the staff should live in the school neighborhood; schools should teach about other minorities; and school boards should be composed of community residents.

GB

Montes, C. Parental Rights and Involvement in Public Education, Portland, Oregon: Northwest Regional Education Laboratory, n.d., (also available in Spanish).

Federal and state laws and regulations as they relate to parents' rights and responsibilities in the education process are outlined and explained in this booklet. It includes examples of and possible parent reactions to discrimination of various types: due process, corporal punishment, and other school-related topics. Parent and community involvement in bilingual education are also discussed.

9.2 PARENT/COMMUNITY TOWARDS SCHOOL

GB

Southwest Educational Development Laboratory. Bilingual Early Childhood Program--Level One, Austin, Texas, 1973.

A complete instructional program to be used with the three-year-old child. It includes an instructional component, a staff development component, a parental involvement component, and a music component. The teacher's manual explains the teacher's role in each of the four components.

Southwest Educational Development Laboratory. Bilingual Early Chilhood Program--Level Two, Austin, Texas, 1973.

Designed to develop the concepts and skills acquired at Level One and to develop English syntax. Unit titles are: "Tools," Money," "Wild Animals," "Fish," "Birds," "Insects," and "Plants." To be used with four-year-olds after they have completed Level One of the same series. Includes four components: instructional, staff development, parental involvement, and music. The teacher's manual explains the teacher's role in each of the four components.

Supplementary filmstrips, puzzles, and audio-tapes are included, with mastery tests for each unit. All material in English and Spanish.

Southwest Educational Development Laboratory. Bilingual Early Chilhood Program--Level Three, Austin, Texas, 1973.

Designed to be used with five-year-olds in classrooms where children have completed Level Two of the series. Includes four components: instructional, staff development, parental involvement, and music. The teacher's manual is included.

At Level Three, motor skill development is expanded to include writing skill development. Unit titles are the same as in Units One and Two, with the following additions: School Safety, Classroom Environment, and Self-Concept.

9.2 PARENT/COMMUNITY TOWARDS SCHOOL

GB

Swick, Kevin J., and Terry R. Shepard. Program Objectives for Bilingual, Multicultural Populations from Selected Articles on Bilingual Education, compiled by Peggy C. Duvall, Multicultural Program/School of Education, University of San Francisco, n.d.

Sets forth a set of basic goals for a functional bilingual, multicultural educational program that involves the total community in the educational process.

H

Texas Education Agency. Trying to Provide the Best Education for the Youth of Texas, n.d., (Pamphlet).

The pamphlet includes a definition of bilingual education; a rationale for bilingual education; identification of the six componets of bilingual education; and involvement of parents. State law concerning bilingual education is also included.

10. ATTITUDES

10.1 SOCIETAL

Of the Community

Askins, Billy E., et al. Clovis-Portales Bilingual Early Childhood Program: Second Year Evaluation Study, U.S. Educational Resources Information Center, July 1975.

Describes and evaluates a bilingual early education intervention program which uses the concept of responsive environment in language development (English and Spanish) and in cognitive and staff development. The program's two major components are examined: instructional (language development in English and Spanish, school readiness and subjective evaluation of self-concept) and community parental involvement (information dissemination to community organizations, and home visits providing parents with training in child development and techniques for school education in the home). Findings indicate that the students made significant gains in language ability in English and Spanish, general school readiness, developing and maintaining a positive self-image and personality growth and development.

*B/I*GB*

Banks, S.L. Inquiry Techniques in Teaching a Multi-Ethnic Social Studies Curriculum, Baltimore, Md.: Baltimore City Public Schools, 1974.

The materials presented are an outgrowth of an inservice program focusing on multi-ethnicity. Articles deal specifically with Native Americans, Jews, and Black Americans. It also contains strategy models and practical considerations for effective inquiry teaching. Other topics deal with cultural pluralism, the melting-pot theory, the theories of Christopher Jencks, and a critical assessment of the Kerner Report. Considerations on the use of community resources and school community relations in ethnic studies conclude the work.

10. ATTITUDES

10.1 SOCIETAL

Carleton, Richard Austin Michael. Differential Educational Achievement in a Bilingual Community, Ph.D. Dissertation, University of Toronto, 1967.

An intensive study of a northern industrial community and the impact of community structure upon the functioning of the schools. Selected cohorts of secondary school entrants provide evidence of differential educational achievement, while tests of divergent academic and linguistic preparation in the bilingual shcools affirm the existence of systematic transitional barriers to the advancement of bilingual pupils.

GB

Castillo, Alonzo. "Acculturation and Assimilation and the Bicultural-Bilingual Mexican-American," In LULAC National Education Service Centers, Inc., Newsletter, Washington, D.C., Vol. 3, No. 5, Sept./Oct., 1977, p. 6.

The paper presents the argument that cultural pluralism is more relevant to the Mexican-American than acculturation or assimilation. "The present educational system has allowed for the alienation of the Mexican-American student." Both Mexican-Americans and Anglo-Americans can share and enrich each other's lives.

10.1 SOCIETAL

C-P

Cordasco, Francesco. "The New Bedford Project for Non-English Speaking Children," in *The Bilingual Schooling in the U.S. - A Sourcebook for Education Personnel*, Francesco Cordasco, ed., New York: McGraw Hill, 1976.

Contains background information on the local community and on this Portuguese/English program together with recommendations for curricular changes.

F

Cox, Lorraine. *Carvbon Bilingual Project: Final Evaluation Report, 1973-1974*, U.S. Educational Resources Information Center, September, 1975.

Evaluation report of the Carvbon Exemplary Bilingual Project for 73-74. In its 2nd year, this English/French program involved 2 kindergarten, 2 first grade and 2 second grade classes. The report includes a description of the project and a discussion of the procedures used to evaluate it, as well as an assessment of each of the five project components: instructional, staff development, community involvement, materials development, and management; and a section on summaries and recommendations. The major conclusions are that the program students performed as well as comparison non-program students, and that skill acquisition was not harmed by the program. An appendix deals with students who received special services for behavioral and/or academic problems.

H

Fishman, Joshua, Cooper, Robert L., and Ma Roxanna. *Bilingualism in the Barrio*, Bloomington, Indiana: Indiana University, 1971.

This book covers a broad range of topics in sociolinguistics and psycholinguistics, and deals almost exclusively with the Puerto Rican community in New York City. The overall purpose is to provide in-depth information concerning measurement and descriptions of societal bilingualism.

10.1 SOCIETAL

GB

Fishman, Joshua A. "Philosophy of Bilingual Education in a Societal Setting," in Language Development in a Bilingual Setting, National Multilingual Multicultural Material Development Center, developers, Los Angeles: National Dissemination and Assessment Center, 1979.

The author discusses the vareity of goals for bilingual education. The discussion is conducted against a backdrop of the differences between the "unmarked" population's goals (those of the group whose vernacular is recognized and which operates in a contest of "power, precedence, and prevalence"), and the "marked" populatin's goals (those of the group whose vernacular is "special, unusual, different" and whose language is less well established.)

Both marked and unmarked populations seem to agree that bilingual education is a surer route to unmarked language mastery than monolingual education in the unmarked language.

Unmarked spokesmen often suspect bilingual education will foster politicization of cultural discontinuity or separation instead of national integration even when the goals are transitional and compensatory. Thus, they usually advocate monolinqual education in the unmarked language as a more direct route to solving social problems.

GB

Gordon, E.W. and M.L. Jaramillo. Process vs. Status in School Desegregation: Using Cultural Differences for Educational Success, Riverside, CA.: California University, 1972.

The first paper in this booklet summarizes the desegregation strategies that have been used either singly or in combination to ethnically balance schools. An overview of the services and resources available to school districts from the National Center for Research and Information for Equal Educational Opportunities is also presented.

The second paper discusses the role played by its author in drawing attention to cultural differences which exist between ethnic groups in New Mexico. It describes the methods that the Cultural Awareness Center uses in working with school personnel to demonstrate the unique behavioral styles of various minority group children. It also discusses several ways to improve cultural pluralism on a monolithic social system in a practical and effective way.

10.1 SOCIETAL

GB

Griffin, Peg. "Three Social Factors Involved in Language and Bilingual Education Programs." In Language Development in a Bilingual Setting. Pomona, Calif.: National Multilingual-Multicultural Materials Development Center, California State Polytechnic University, 1979. pp. 71-88.

The three social factors are: 1) the roles and resources of language systems as social institutions; 2) the attitudes toward each language; and 3) the use of it in any situation. She explores what can be predicted about the stability of these factors. Local bilingual bicultural education (BBE) programs must gather data to answer these questions and to provide feedback as to how the programs respond to changes in these factors.

Ethnographic data (how each language is used to serve social interactional purposes) can provide comparative information for preparing instructional materials and assessment materials for proficiency. It also provides for better evaluations of BBE programs by providing the means to compare different models. The variables examined must be crucial and causally related to the outcomes examined. Information from ethnographic sources can also be useful in teacher training for more effective classroom language usage. Teachers need to know which utterances are most needed in the classroom setting and what their use implies to the hearer; they seldom receive training in this.

The ways speakers of different languages identify and evaluate someone else by elements in an utterance are useful for effective classroom communication. Griffin recognizes this type of sociolinguistic research is much needed.

10.1 SOCIETAL

GB

Hymes, Dell. "Ethnographic Monitoring." In Language Development in a Bilingual Setting. Pomona, Calif.: National Multilingual-Multicultural Materials Development Center, California State Polytechnic University, 1979. pp. 71-88.

Hymes proposes that ethnography can serve to monitor bilingual education programs, and that it can contribute to the "planning, conduct, evaluation and justification" of the programs. Ethnography examines the norms for using some forms above others, and to what effect. While the functions of language are universal, the forms used are not; they are instrumental. Ethnography can also provide validity for evaluations by clarifying the conditions of success or failure.

Bilingualism is sometimes blamed for political divisions, but usually social forces that create division concide with language boundaries. Ethnography can interpret "success" in bilingual education in social terms to aid in decision making.

Cooperation in monitoring among the various people involved in the task may provide objectivity, and a feedback system for determining the success of the program in an ongoing way. The author thinks that people from the community can and should do the ethnographic monitoring. Teachers can become aware of how their own observations of children may be skewed, familiarize themselves with the repertoire of the students' language usage, and with the role of language in the community. He also points out that how the classroom usage of language meshes with the larger system in the community is important.

B/H/I

Hunter, W.A. ed. Multicultural Education Through Competency-based Teacher Education, Washington, D.C.: American Association of Colleges of Teacher Education, 1974.

The result of a Multicultural Competency-Based Teacher Education Project (M/CBTE) which sought to bring together the findings of separate studies, projects and research efforts, the publication contains two parts. Part 1 is in the form of a prologue: "Antecedents to Developments of and Emphasis on Multicultural Education." Parts 2-5 were written by four educators and/or teams from the Black American, Spanish-speaking American and Native American academic communities. Part 2 treats teacher competencies from the Spanish-speaking educators' perspective.

10.1 SOCIETAL

GB

Kneller, George F. "The Impact of Culture," in Foundations of Education, George F. Kneller, ed., New York: John Wiley and Sons, 1971.

Good overview and introduction to the relationships between culture and education, and to the problems encountered in schools where different cultures come into contact. Kneller discusses the conflicts between ideal and manifest values, between dominant and minority values, the discontinuities between child and adult norms in American culture, and the problems created by "cultural lag" in a rapidly changing society.

H/B

Landes, R. Culture in American Education - Anthropological Approaches to Minority and Dominant Groups in the Schools, New York: Wiley, 1965.

Describes an experimental teacher and social worker training program which combined aspects of anthropology and education in an effort to solve the school and welfare problems of minority groups in California, especially those of Negroes and Mexican Americans.

GB

Mackey, William F. "A Typology of Bilingual Education," in Bilingual Schooling in the United States--A Sourcebook for Education Personnel, Francisco Cordasco, Ed., New York: McGraw-Hill, 1976, pp. 72-89.

Takes a look at bilingual education as a phenomenon with four dimensions: (1) the learner in the home, (2) the curriculum in the school, (3) the community of the immediate area, and (4) the status of the languages themselves. The author claims all of these variables must be taken into consideration to design the most appropriate type of program.

10.1 SOCIETAL

GB

McConnell, Beverly. Bilingual School Tutoring Projects, A State of Washington URRD (Urban, Rural, Racial Disadvantaged) Program, Washington State Intermediate School District, 1975.

The program provides interstate and interdistrict tutoring services, usually outside of regular school hours, to children of migrant and seasonal farm worker families. The tutoring is done by adult paraprofessionals, many of whom are parents or relatives of the children served. The program consists of two permanent sites in Connell and Mores Lake, Washington, and a "Mobile Component" which brings the children from their home base in LaGrulla, Texas, to Washington, Oregon, Idaho, and Illinois.

GB

McConnell, Beverly. Training Migrant Paraprofessionals in Bilingual Mini Head Start, Evaluation of Progress, No. 8, 1976.

This program consists of two year-round sites located in Washington State and a third site called the "Mobile Component." The Mobile program operates in LaGrulla, Texas, during the winter; then the teachers, recruited from the families of the children served, move north when the children do, and set up centers wherever the children move to, continuing their education at each stop. Areas covered are instruction, staff development, parent and community involvement, materials development, and management for an interstate delivery system.

GB

Montes, C. Parental Rights and Involvement in Public Education, Portland, Oregon: Northwest Regional Education Laboratory, n.d., (also available in Spanish).

Federal and state laws and regulations as they relate to parents' rights and responsibilities in the education process are outlined and explained in this booklet. It includes examples of and possible parental reactions to discrimination of various types: due process, corporal punishment, and other school-related topics. Parental and community involvement in bilingual education is also discussed.

10.1 SOCIETAL

I

Nixon, B.W. Navajo Parental Attitudes and the Effect of Bilingual Education on Student Self-Conflict in San Juan School District 1969-70, Ed.D. Dissertation, Brigham Young University, 1971.

A study to determine 1) the effect of bilingual education on student self-concept and 2) the attitudes of Navajo parents toward the schools and the bilingual program in the San Juan School District for the 1969-70 school year.

The data indicated the bilingual program had no noticeable effect on student self-concept and that generally, the parents like what is occurring in the bilingual program.

H

Ortego y Gasca, Philip. "Sociopolitical Implications of Bilingual Education," in Mano a Mano, Chicano Training Center, 3502 Montrose, Suite 216, Houston, TX 77006, Vol. 5, No. 1, February, 1976, pp. 1-3.

Bilingual education will, according to the author, repudiate the "traditional form and function of American education." In form, American education is still structured around the concept of the "common curriculum," a concept which assumes the existence of homogeneity among its people. Function is the "process by which a culture transmits itself across the generations." This implies maintaining the status quo of social stratification in society. The educational establishment has "come to believe in its own infallibility" and has not kept pace with the times.

The author maintains that bilingual education will save "hundreds of thousands" from the linguistic traumas experienced by previous generations of Mexican-Americans," will "determine the success of cultural pluralism," will not, most likely, displace the English language, and will require that attention to "individual differences" be given more than "passing lip service."

10.1 SOCIETAL

GB

Pai, Young and Van Cleve Morris. "The Concept of Culture: Is Transcultural Education Possible?" In Cultural Issues in Education: A Book of Readings. Pomona, Calif.: National Multilingual-Multicultural Materials Development Center, 1978. pp. 21-27.

Authors define culture "as a system of shared technological, social, aesthetic, ideological, and attitudinal products of human learning." It consists of beliefs, cognitive styles, languages, tools, and other material and non-material achievements of a group of people." Culture enables us to develop concepts (to assign significance and meaning) and to understand and appreciate such meanings. Culture represents the organization of a people's experience which results in the world view. They do not perceive assimilation nor separatism as the most promising way to build a secure and enriching social order. Rather, they claim that culture should be appraised based on how well it aids members of society in dealing with life's problems.

If "transcultural" values, those that almost everyone can agree on, can be found, the school can and should transmit them. According to them,

H

Skrabanek, R.L. "Language Maintenance Among Mexican-Americans," in Civil Rights Digest, 4:2, pp. 18-24, 1971.

An examination of language retention among Mexican-Americans and the factors involved in the retention of the language despite strong societal pressures to use the English language.

10.1 SOCIETAL

GB

Spolsky, Bernard. "Problems in the Assessment of the Effect of Language Education Policies in a Multilingual Society." In Language Development in a Bilingual Setting. Pomona, Calif.: National Multilingual-Multicultural Materials Development Center, California State Polytechnic University, 1979. pp. 141-155.

Spolsky outlines a three-level model to assess the overall effect of a bilingual program: 1) the first level represents the community; 2) the second level, factors that are controlled by those administering the program; 3) the third level deals with the perceptions of those deemed responsible for the program. Overarching these three levels there are six major divisions:

1. linguistic factors
2. sociological factors
3. economic factors
4. political factors
5. psychological factors
6. religio-cultural factors.

The first division (linguistic factors) includes distinctions between standards and local varieties; the level of literacy in these; the effects of BE, whether maintenance, shift, or revival. The second (sociological factors) encompasses the social status of the speakers of the languages; whether the school is an alien or integrated institution; how it will affect the social system by altering status. The third (economic factors) notes that if the school is seen as contributing to pluralism, the target group might fear continued discrimination; the school can function as an employer.

The fourth division (political factors) includes various levels of involvement from international to local; the potential integrational effect of a national language versus the potential disintegrational effect of pluralism and possible changes in the power structure because of bilingual education. The fifth division (psychological factors) states when other variables are distinct, the evidence shows bilingualism is not a disadvantage to intelligence; BE can arise from or affect attitudes in a community, but it takes a long time for attitudes associated with status to change; evidence is uncertain as to how attitude changes affect learning.

The last categorie (religio-cultural factors) notes that political or economic factors are usually suspected at the root of most dissatisfaction with the teaching of culture; some argue teachers from outside the community deal inadequately with local culture; teaching about the culture is not the same as integrating minority and majority cultures; religious factors can inhibit minority language teaching if a group wishes to keep its religion secret or support it when the religion is associated with a scared text, etc. Educational factors are most important but hard data are meagre. The other factors discussed are usually stronger sources for support for BE programs.

10.1 SOCIETAL

Streiff, Paul Robert. Development of Guidelines for Conducting Research in Bilingual Education, New York: Arno Publications 1978.

A review of literature on social change through educational innovation and on bilingualism and bilingual education, as well as an analysis of the Bilingual Education Act and the Guidelines for Project Applications for

GB

Zirke, Perry Alan. An Evaluation of the Effectiveness of Selected Experimental Bilingual Education Programs in Connecticut, Ph.D. Dissertation, The University of Connecticut.

An assessment of the effectiveness of the experimental bilingual programs initiated in 1970-71 in the Connecticut cities of Bridgeport, Hartford, New Britain and New London with respect to selected pupil and parent outcomes. Pupil outcomes included involvement, attitudes, and awareness of the school program. Analysis of the interview results showed that parents of pupils in the bilingual model of instruction were more informed, interested, involved, and in favor of the school program at the end of the school year than were the parents of the control group children. Analysis of the student outcomes in Bridgeport and Hartford generally favored the bilingual model of instruction.

10. ATTITUDES

10.2 INSTITUTIONAL

L1 at the Center or on Fringes

GB/H

New York State Education Department. Bilingual Education: A Statement of Policy and Proposed Action by the Regents of the University of the State of New York, Albany, New York: The State Education Department, August 1972, p. 23.

The stated goal of the Regents presented here is that persons whose language and culture differ from that of the society in which they live "must be equipped to participate meaningfully in the mainstream of that society." It is not necessary to sacrifice their native language and culture. Intellectual development should be fostered while English language proficiency is being developed.

Using the Puerto Rican as an example, the position paper cites results of English Language difficulties including reading achievement, weak academic preparation, and high dropout rate. Low enrollment in higher education is also cited.

H

Hernandez-Chavez. "Bilingual/Bicultural Education: A Fairy Tale" in Language Development in a Bilingual Setting, Pomona, California: National Multilingual-Multicultural Materials Development Center, California State Polytechnic Uiversity, 1979, pp. 48-57.

Hernandez-Chavez focuses attention on the "role of education and the place of cultural and linguistic diversity in society." He uses a fairy tale to convey the idea that schools today maintain the status quo, and that Bilingual Education can contribute to the assimilation process needed to maintain the power structure in this society. He perceives this as a problem that must be addressed.

He also points out that the values of the majority culture are more easily inculcated in the children through some BE programs, because in order to succeed in school, the children must accept the values of the school. If they do not succeed, the blame is placed again on their home backgrounds.

10.2 INSTITUTIONAL

GB

Spolsky, Bernard. "Problems in the Assessment of the Effect of Language Education Policies in a Multilingual Society." In Language Development in a Bilingual Setting. Pomona, Calif.: National Multilingual-Multicultural Materials Development Center, California State Polytechnic University, 1979. pp. 141-155.

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The fourth division (political factors) includes various levels of involvement from international to local; the potential integrational effect of a national language versus the potential disintegrational effect of pluralism and possible changes in the power structure because of bilingual education. The fifth division (psychological factors) states when other variables are distinct, the evidence shows bilingualism is not a disadvantage to intelligence; BE can arise from or affect attitudes in a community, but it takes a long time for attitudes associated with status to change; evidence is uncertain as to how attitude changes affect learning.

The last category (religio-cultural factors) notes that political or economic factors are usually suspected at the root of most dissatisfaction with the teaching of culture; some argue teachers from outside the community deal inadequately with local culture; teaching about the culture is not the same as integrating minority and majority cultures; religious factors can inhibit minority language teaching if a group wishes to keep its religion secret or support it when the religion is associated with a scared text, etc. Educational factors are most important but hard data are meagre. The other factors discussed are usually stronger sources for support for BE programs.

10. ATTITUDES

10.3 INDIVIDUAL

Of the Teacher

Towards L1 (as positive factor)
Towards Non-Standard L1
Towards L1 Culture Maintenance
Towards Culturally Diverse Learners
Towards Minority Self Assertiveness
Towards Minority Self Identity
Towards Discipline

Of the Student

Towards Self
Towards Peers
Towards Teacher
Towards Home
Towards School
Towards L1
Towards L1 Varieties
Towards L1 Culture
Towards L2 Culture
Towards Other Minority Ls

H

Alvarez, Juan M. Comparison of Academic Aspirations and Achievement in Bilingual Versus Monolingual Classroom, Ph.D. Dissertation, The University of Texas at Austin, 1975.

The primary purpose of this study was to determine if there was a differential effect on the academic achievement of 147 second-grade Mexican-American students due to participation in bilingual and monolingual programs in two Austin public schools. It was concluded that there was no differential effect on academic achievement or academic attitudes and aspirations of the students in each program. It was also concluded that using Spanish and English as mediums of instruction did not cause academic retardation or a low level of academic aspirations. Although bilingual classes devoted less time to subject matter than monolingual, there was no significant difference in test scores.

10.3 INDIVIDUAL

"GB"

Anvar, Beatriz and Tracy Gray. The Importance of Teacher and Student Language Attitudes on Achievement in Bilingual/Bicultural Education, 1977.

This is a review of the literature on the effect of teacher and student attitudes toward language on language learning. The research shows that individuals have attitudes toward certain speech samples which are communicated to others. The research does not, however, substantiate the assumption that teachers' attitudes affect the performance of the child. The research also illustrates the controversy surrounding the question of age as a variable in language learning.

10.3 INDIVIDUAL

"H"

Arciniega, Tomas A. "The Interactive Role of Higher Education Institutions in the Transcultural Education Movement," in Cultural Issues in Education: A Book of Readings, Pomona, California: National Multilingual-Multicultural Materials Development Center, California State Polytechnic University, 1978?, pp. 62-80.

The first part of this paper discusses the role of institutions of higher education in providing educational opportunity for Chicanos. A set of categories is presented into which the institutions can be placed according to their responses to Chicanos' needs:

1--the sympathizers--those who change the system to accommodate minorities.

2--the compensators--an approach that combines student deficiencies with lack of change in the structure.

3--the reformers--an approach based on lack of student deficiencies combined with change in the structure.

4--the alternative system builders--an approach that reflects no student deficiencies and no change in the current structure.

The second part of the paper develops a matrix for school-district response to the culturally different:

Positive viewpoints of the consequences of Chicano group membership or Negative viewpoints of these consequences on school performance can be combined with: Internal factors which emphasize indigenous, self-perpetuating, persistent factors or the External factors which emphasize the social and economic circumstances imposed on Chicanos because of their lower status.

Positive-Internal: Mexican-Americans are perceived as having a superior culture which can only be taught by Mexican-Americans. Segregated community schools might be the answer.

Negative-Internal: the components of the Mexican-American lifestyle and their culture are seen as culturally deficient; because they are dysfunctional they must be replaced by Anglo cultural traits and components. Compensatory education is the result.

Positive-External: Mexican-American lifestyles are functional adaptations to external constraints; when the majority culture changes, the minority culture will reflect these changes. Bicultural education results in benefits to the minority and the majority cultures.

Negative-External: subjugation to a "colonial" power structure has negative results in the culture; alternative education is needed.

10.3 INDIVIDUAL

H

Askins, Billy E., et al. Clovis-Portales Bilingual Early Childhood Program: Second Year Evaluation Study, U.S. Educational Resources Information Center, July 1975.

Describes and evaluates a bilingual early education intervention program which uses the concept of responsive environment in language development (English and Spanish) and in cognitive and staff development. The program's two major components are examined: instructional (language development in English and Spanish, school readiness and subjective evaluation of self-concept) and community parental involvement (information dissemination to community organizations, and home visits providing parents with training in child development and techniques for school education in the home). Findings indicate that the students made significant gains in language ability in English and Spanish, general school readiness, developing and maintaining a positive self-image and personality growth and development.

GB

Barerra, Mario. Bilingual Program Implementation: A Handbook for Teachers and Administrators, Austin: Dissemination and Assessment Center for Bilingual Education, 1978.

Advocates using home languages in the classroom as cultural enrichment even if no other aspect of culture is taught; that a child's home language should be accepted and respected; and no disparagement or belittling of the child's home language should occur. Instant corrective measures should be avoided. First grade children should focus on defining their community and city with its different cultural groups. Historical heritage should be stressed at higher grades.

10.3 INDIVIDUAL

GB

Baty, Roger M. Reeducating Teachers for Cultural Awareness, New York: Praeger Publishers, 1972.

An action/research study designed to determine the effects of exposure to cultural, social and economic diversity on selected attitudes of elementary school teachers. The dependent variables selected were optimism about potential to achieve and tolerance of minority self-assertiveness. Treatment and comparison groups were selected and the treatment applied consisted of a 10-week course. Changes were made in the treatment group in tolerance and optimism.

H

Caragonne, Bobbie Kathryn Smith. Bilingual/Bidialectical Teacher Education Materials: Attitudes Towards Nonstandard Spanish, Ph.D. Dissertation, The University of Texas at Austin, 1976.

The study explores the need for teacher education materials for Spanish-English bilingual/bicultural programs, in particular materials which examine attitudes toward non-standard Spanish, and the procedure for the actual development of materials. Pedagogical and psychological implications of the differences between the variety of Spanish that students, particularly Mexican-American students, speak and the variety of Spanish found in their textbooks, as well as possible differences between their dialect and that of their teachers were discussed.

10.3 INDIVIDUAL

GB

Cattegno, Caleb. "Toward a Theory of Bilingual-Transcultural Education," in Cultural Issues in Education: A Book of Readings, Pomona, Califoria: National Multilingual-Multicultural Materials Development Center, 1978, pp. 10-20.

Bilingualism is discussed as a path to greater awareness of the self since "only awareness is educable in man and only self-education is true education."

A self-aware bilingual can more adequately and impartially serve others because of his awareness that all human beings have valuable cultures. Thus, bilingual education is needed to enhance the bilingual's potential for "transcending the immediate," to make him/her more able to appreciate the different languages and modes of thought of others around him.

H

Chapa, Ricardo, Romeo. English Reading and the Mexican-American Child in a Second Grade Bilingual Program, Ph.D. Dissertation, Michigan State University, 1975.

An investigation of English reading achievement of Mexican-American children in a bilingual program (kindergarten through second grade). Self-concept of children was also investigated. The conclusion was that Mexican-American children in the bilingual program are not hindered in English reading achievement over the three-year period analyzed. It was also concluded that children in the bilingual program attained successful proficiency in Spanish reading, while maintaining success in English reading, and that the transitional bilingual program provided its participating pupils with proficiency in reading in two languages, while not hindering their English reading. No difference in self-concept was found in the two groups.

10.3 INDIVIDUAL

H

Cohen, A.D. "Innovative Education for La Raza: A Sociolinguistic Assessment of a Bilingual Education Program in California." Ph.D. dissertation, Stanford University, 1973.

The study examines a series of research issues related to bilingual education and the effect on the language attitudes of parents whose children are in a bilingual study. Analysis of data indicates that Mexican-American youngsters are becoming literate in both Spanish and English, use Spanish without shame more frequently than the comparison group, perform in academic subjects as well as or better than the comparison group, and are content about being Mexican American and about their school experiences. The successful experiences of the children have had a positive effect upon their parents.

H

Cohen, Andrew. A Sociolinguistic Approach to Bilingual Education. Rowley, Mass: Newbury House Publishers, Inc., 1975.

Identifies three methodological approaches in the evaluation of the Redwood City Bilingual Education Prtoject: 1) field experiment - comparing in treatment group to a comparison group, 2) sociological survey - children in both groups were interviewed, and 3) ethnographic research - the writer immersed himself in the community. Finding: the Mexican American's "performance in the academic subjects was as good or better than that of comparison youngsters in an English-only program, and they felt better about being Mexican-American and about their school experience."

10.3 INDIVIDUAL

GB

Condon, E.C. Cultural Conflicts in Values, Assumptions, Openness, New Brunswick, N.J.: Rutgers University, 1973.

The necessity of teachers to adopt a flexible frame of reference and an attitude of suspended judgement in dealing with any crosscultural circumstances is analyzed. The author concludes that it is important to be able to look at the world through someone else's eyes and to perceive it in the manner determined by the viewer's own cultural filter. The task of the adult educator also is stated.

10.3 INDIVIDUAL

H

Cota-Robles Suarez, Cecilia. "Values in the Development of Curriculum for Chicanos." In Cultural Issues in Education: A Book of Readings. Pomona, Calif.: National Multilingual-Multicultural Materials Development Center, California State Polytechnic University, 1978. pp. 49-61.

The author lists 10 factors that are in conflict with the values of the Chicano learner and the Chicano Community.

1. Racial prejudice: denial of equal treatment to all based on social mores, founded in ethnocentrism and institutionalized in the current system of education.
2. Stereotyping: Reinforced by the literature and the media.
3. Blaming low achievement of Chicanos on their language and culture.
4. Suppressing the language and culture of Chicanos: both are assets and should permeate the curriculum.
5. Lack of parental involvement and community involvement in the decision-making of the school and school district.
6. Under-representation of Chicanos in public schools: they should be represented in all levels in proportion to the Chicano population.
7. Use of Ability Grouping: biased tests have been used as criteria. Chicanos are over-represented in low-ability groupings.
8. Inadequacy of the staff working with Chicanos: teachers should be proficient in the language and culture of the students and should be able to implement a curriculum that is relevant to them.
9. Irrelevancy of the training of the staff working with Chicano students: so far the institutions have lacked Chicano faculty, and courses and methodology are inadequate.
10. Monolingual/Monocultural Education: bilingual education designed for needs that are determined by surveying communities is necessary.

The author also points out that the curricula for the Chicano student has not considered the Chicano's lifestyle, needs, cultural attributes or language characteristics. Since values are the ideals of life that members of a given society regard as desirable, curriculum objectives should be in harmony with the values of a school district.

10.3 INDIVIDUAL

H

Covey, D.D. An Analytical Study of Secondary Freshman Bilingual Education and its Effect on Academic Achievement and Attitude of Mexican American Students, Ed.D. Dissertation, Arizona State University, 1973.

A study to determine whether: 1) the achievement in English, Reading and Mathematics of 9th grade Mexican-Americans enrolled in a bilingual program was significantly different from that of Mexican-American students enrolled in a regular program; 2) the attitude toward self, school, peers and teachers of 9th grade Mexican-Americans enrolled in a bilingual program was significantly different from that of Mexican-American students enrolled in a regular program. The conclusions supported the hypotheses except in the area of mathematics, where no significant difference was found between the groups.

H

Covey, Donald David. An Analytical Study of Secondary Freshmen Bilingual Education and its Effect on Academic Achievement and Attitude of Mexican-American Students, Ed.D. Dissertation, Arizona State University, 1973.

This study contrasts the abilities of two groups of bilingual ninth grade Mexican-American students--one enrolled in a bilingual program and the other enrolled in the regular school program. With the exception of mathematics, findings show that there are statistically significant differences between the groups in the academic discipline of English and the area of reading. The Mexican-Americans in the bilingual program achieve significantly higher in English and reading. They also show a more favorable attitude toward self, school, peers, and teachers than the group in the regular educational program.

10.3 INDIVIDUAL

H

Del Buono, X.A. The Relationship of Bilingual/Bicultural Instruction to the Achievement and Self-Concept of Seventh Grade Mexican-American Students, Ph.D. Dissertation, Michigan State University, 1971.

Study probes the relationship of a bilingual/bicultural school program and the achievement and academic self-concept of Mexican-American seventh grade students. Although it cannot be stated that the cause for the differences found was the direct effect of the treatment, it can be concluded that Mexican-American seventh grade students in the bilingual/bicultural program did significantly better in school achievement and had more positive self-concepts of their ability than did Mexican-American seventh grade students in the traditional program.

H

de Weffer, Rafaela del Carmen Elizondo. Effects of First Language, Instruction in Academic and Psychological Development of Bilingual Children, Ph.D. Dissertation, Illinois Institute of Technology, 1972.

The impact of bilingual education on the academic performance of first graders of Spanish-speaking background is assessed, and empathy in teachers and teacher aides as a dimension in the bilingual program is explored. The results underline the positive impact of bilingual education in Spanish-speaking children. The children in the bilingual program achieved in English language and English mathematics at the same rate as children in the comparison group. The results highlighted the significantly higher achievement that children had in Spanish mathematics and Spanish language while the bilingual counterparts in the comparison group lost fluency in Spanish.

10.3 INDIVIDUAL

GB

Dissemination and Assessment Center for Bilingual Education. Teacher Training Bibliography: An Annotated Listing of Materials for Bilingual Bicultural Teacher Education. Austin, Texas: DACBE, 1976.

Annotated listing of materials of potential use in traiing teachers and administrators for service in bilingual bicultural education programs. Materials were recommended by educators at institutions of higher learning, state education agencies, the Texas Information Service at the Education Service Center, Region XIII, Austin, and the DACBE staff. Entries are arranged topically under: Bilingual Education, Teacher Training, Cultural Awareness, The Student, Language Acquisition and Second Language Learning, Methods and Materials, Evaluation, and Indexes. Lists sources that focus on theories of BE, defintions of bilingualism, biculturalism, models, program descriptions, how to teach different cultures, bilingual students and language learning, evaluation of students, teachers and programs, etc. Good point of departure for more intensive/extensive study.

I

Dumont, Robert V. Jr. "Learning English and How to be Silent: Studies of Sioux and Cherokee Classrooms," in Functions of Language in the Classroom, Courtney B. Cazden, Vera P. John, and Dell Hymes, eds., New York: Teachers College Press, 1972.

The article compares and contrasts a singularly ineffective teacher of Indians with a singularly effective one. The article concerns the way (silence) in which Indian children gained control over insensitive white teachers and thus protected themselves from pedagogical excesses.

10.3 INDIVIDUAL

GB

Harrington, Charles E. "Pupils, Peers, and Politics," in Cross-Cultural Approaches to Learning, Charles C. Harrington, ed., New York: MSS Informative Corp., 1973.

This report takes a rather novel view of cross-cultural problems in education. The author discusses ways in which political socialization is accomplished in schools, indicating that schools are decidedly undemocratic institutions which perform a useful function for the basically conservative state. Differences in the contents of textbooks and lessons for different categories of children are discussed.

GB

Hernandez, N.G. Multicultural Education and CBTE: A Vehicle for Reform, 1974.

Focuses on competencies needed to teach in a culturally diverse society. The goals include: a) recognizing the importance of cultural identification to the development of a strong sense of individual identity, b) recognizing that a student's first language is a positive factor in learning, and c) recognizing that students' heritage must be preserved.

A discussion of the model of the sociocultural component for training teachers at the University of Texas is included, and reasons why CBTE (Competency-Based Teacher Education) should be used as a strategy in multicultural education.

GB

Hilliand, A.G. Restructuring Teacher Education for Multicultural Imperatives, 1974.

The author discusses some essentials of multicultural education. The skills needed by a teacher who teaches students from other cultures and the basic attitudes that should emerge as a teacher works cross-culturally are described.

10.3 INDIVIDUAL

GB

Krashen, Stephen D. "Language Acquisition and Language Learning in the Late-Entry Bilingual Education Program." In Language Development in a Bi-lingual Setting. Pomona, Calif.: National Multilingual-Multicultural Materials Development Center, California State Polytechnic University, 1979, pp. 100-111.

This paper discusses research findings about and suggestions for the facilitation of language learning in children, adolescents and adults. Certain principles of language acquisition appear to be universal and result in striking similarities between first and second language learning. Although there is encouraging evidence that children can learn a second language very well with only a teacher as the source of primary linguistic data, perfection in learning the second language appears to be dependent upon contact with peers who speak the native language.

Some researchers claim that adult and adolescent learners have the same acquisition capacities, but others cite the effects of psychological changes and cognitive development, namely Piaget's formal operations. The psychological and social changes include reluctance to reveal oneself (because the learner has begun to reason about his own mental constructions and realizes others are thinking about him, too). Nationalism, group pride, and unfavorable attitudes toward other groups seem to inhibit learning.

Overt speech by the learner seems not to be necessary for langauge acquisition. The "critical period" for language acquisition is thought to close sometime around puberty. First language acquisition seems inevitable in normal children with normal life situations, and complete second language mastery is common, given sufficient interaction with native speakers in children under 10 years of age. When a child is in an environment rich in the target language, language classes do not significantly increase proficiency.

These findings imply that late-entry bilingual education students can best be helped by simplified reading materials and contextualized practices and methods that provide active involvement in real language-use situations.

10:3 INDIVIDUAL

H

Los Angeles City Unified School District. Early Childhood Education Prekindergarten: Program Guide for Teachers, Los Angeles, Calif.

Describes learning experiences for children just entering school. The guide is written in English and Spanish but instructions are in English. Contains a list of the general characteristics of the preschool child ages 2, 3, and 4. It also contains a bibliography of professional and children's books that pertain to preschool education. Cognitive skills to be developed include: (1) perceptual motor skills as they relate to reading and general body movement, (2) vocabulary, listening, and pre-reading skills, (3) thinking and problem solving in the areas of science, social studies, and mathematics, and (4) self-expression through art and music.

In the affective domain, the guide hopes to help the child (1) to feel good about himself and about others, (2) to develop an interest in learning, and (3) to be more receptive to learning.

H

Lugo, James Oscar. A Comparison of Degrees of Bilingualism and Measure of School Achievement Among Mexican-American Pupils, Ph.D. Dissertation, University of Southern California, 1979.

The major purpose of this study is to explore the relationship among degrees of bilingualism of Mexican-American pupils from the ghetto of Los Angeles in order to develop criteria for early pupil placement into one of the three existing school programs: (1) English as Second Language, (2) Bilingual Education, and (3) the regular school program.

It was found that principals and permanent teachers agreed that Spanish should be used as a language of instruction for pupils that know little English. The regular program does not help the Mexican-American pupil to achieve school success. The results suggest that lack of English may not be the most important barrier to the school success of the Mexican-American and that culture is a more powerful motivator for tested achievement than competency in English. Educators of Mexican-Americans need intensive inservice training.

10.3 INDIVIDUAL

GB

Mason, M.B. and T.A. Arciniega. Competency Based Education and the Culturally Different: A Hole of Hope or More of the Same? 1974.

Describes competency based teacher education as a positive force for change which offers educators, university scholars, and students the opportunity to collaborate and to become meaningfully involved in determining the education process. Also includes the Community, Home, Cultural Awareness, and Language Training (CHCALT) model as an example of a competency-based program designed to meet the needs of the linguistically and culturally different.

GB

Mills, J., et al. Love and Understanding of the Migrant Child. Jonesboro, Ark.: Arkansas State University, 1969.

A compilation of workshop papers presented at the Migrant Inservice Training workshops (June 2-5, 1969) at Arkansas State University, centered around the problems of the migrant child in education. Closes with group evaluations of the conference, along with a summary and suggestions for the future.

G

National Institute of Education. Mexican American Education--A Selected Bibliography (With ERIC Abstracts), ERIC/CRESS Supplement No. 7.

A supplement to seven bibliographies which provides a guide to the latest resource materials, research findings, and developments in Mexican-American education. Among others, entries cover biculturalism, bilingual education, bilingualism, cultural awareness, cultural pluralism, English as second language, and language instructions.

10.3 INDIVIDUAL

B/H/I

New York State Education Department. Materials, Programs, Services for Multicultural Education, 1977.

Catalog containing descriptions of elementary and secondary curriculum materials, programs, and services for multi-ethnic education. It is intended to help New York state teachers motivate students to acquire knowledge and sensitivity toward blacks, Puerto Ricans, and Native Americans.

I

Nixon, B.W. Navajo Parental Attitudes and the Effect of Bilingual Education on Student Self-Conflict in San Juan School District 1969-70, Ed.D. Dissertation, Brigham Young University, 1971.

A study to determine 1) the effect of bilingual education on student self-concept and 2) the attitudes of Navajo parents toward the schools and the bilingual program in the San Juan School District for the 1969-70 school year.

The data indicated the bilingual program had no noticeable effect on student self-concept and that generally, the parents like what is occurring in the bilingual program.

I

Oklahoma State University. Oklahoma Indian Education Needs Assessment, Vol I: Summary, Conclusions and Recommendations.

A summary report of the perceptions and current status of Oklahoma Indian education, and conclusions and recommendations on a variety of topics ranging from social/emotional attitudes to economic conditions.

10.3 INDIVIDUAL

GB

Pai, Young and Van Cleve Morris. "The Concept of Culture: Is Transcultural Education Possible?" In Cultural Issues in Education: A Book of Readings. Pomona, Calif.: National Multilingual-Multicultural Materials Development Center, 1978. pp. 21-27.

Authors define culture "as a system of shared technological, social, aesthetic, ideological, and attitudinal products of human learning." It consists of beliefs, cognitive styles, languages, tools, and other material and non-material achievements of a group of people." Culture enables us to develop concepts (to assign significance and meaning) and to understand and appreciate such meanings. Culture represents the organization of a people's experience which results in the world view. They do not perceive assimilation nor separatism as the most promising way to build a secure and enriching social order. Rather, they claim that culture should be appraised based on how well it aids members of society in dealing with life's problems.

If "transcultural" values, those that almost everyone can agree on, can be found, the school can and should transmit them.

GB

Peal, E. and W.E. Lambert. "The Relationship of Bilingualism to Intelligence," Psychological Monographs, 1962, Vol. 76, No. 27, pp. 1-23.

This paper includes a review of the literature for studies concerning the detrimental effects of bilingualism on intelligence, the favorable effects of bilingualism on intelligence, and no effect of bilingualism on intelligence. The author presents the research designed to examine more extensively the effects of bilingualism on the intellectual functioning of children and to explore the relations between bilingualism, school achievement and students' attitudes to the second language. The researchers conclude that "bilinguals performed significantly better than monolinguals on both verbal and non-verbal intelligence tests." It is argued that they have a language asset, are more facile at concept formation, and have a greater mutual flexibility.

10.3 INDIVIDUAL

H

Plante, Alexander J. A Study of the Effectiveness of the Connecticut "Pairing" Model of Bilingual/Bicultural Education, 1976.

Study made to determine the effectiveness of the Connecticut "pairing" model in improving school success in reading, arithmetic, language arts skills and enhancing self-concept of Spanish-dominant children classified as low achievers.

Pairing consisted of one Spanish-speaking and one English-speaking teacher. Conclusions: The pairing model does increase the Spanish reading achievement and English reading achievement of Spanish-dominant children in the 2nd grade at statistically significant levels; and arithmetic, language, and self-concept improved.

GB

Politzer, Robert L. "Some Reflections on the Role of Linguistics in the Preparation of Bilingual/Cross-Cultural Teachers," in Bilingual Education Paper Series, Vol. 1, No. 12, Los Angeles: State University, Los Angeles; National Dissemination and Assessment Center, July, 1978.

The paper shows changes that have taken place during the period from 1958 to 1978 in bilingual education. Training of bilingual/cross cultural personnel should show the difference of purpose between bilingual education and teaching of foreign languages and should reflect current thinking.

Current thinking includes: (1) variability in language; (2) the importance of societal phenomena in relation to linguistics; and (3) linguistics can no longer be independent of psycholinguistics and sociolinguistics. The research evidence is that children learn better by using language in meaningful contexts rather than by repetitious practice of patterns.

Teachers must know how to assess the true language abilities of children and must know the linguistic background of the children they teach. Knowledge of language usage should be reflected in every lesson and not isolated into only one part of the curriculum.

If the teacher is not from the community of the target group, the sociolinguistics of the target group's community should be taught to him/her within a "general comparative framework" to avoid stereotyping and false generalizations.

10.3 INDIVIDUAL

Linguistics courses for teachers must also show how teacher attitudes (the affective point of view) can become self-fulfilling prophecies in the classroom. Research reported in this paper reinforces the view that knowledge of linguistics is not important in teacher training for bilingual education if it is not coupled with knowledge of the pupil's culture and language, and with an empathy for his/her community.

H/GB

Regional Education Agencies Project on International Education. A Resource Manual for Implementing Bilingual Education Programs, (Section 505, Title V Elementary and Secondary Education Act P.L. 89-10). n.d., pp. 4-5.

Reference is made to the Statewide Design for Bilingual Education approved by the Texas State Board of Education which places emphasis on these major goals: (1) implementation of programs for students whose first language is Spanish; (2) implementation of programs for students whose first language is English; (3) development of measuring instruments for children in bilingual programs; and (4) staff development.

H

Rivera, Carmen Elena. Academic Achievement, Bicultural Attitudes and Self-Concepts of Pupils In Bilingual and Non-Bilingual Programs, Ph.D. Dissertation, Fordham University, 1973.

The study ascertains and compares academic achievement, bicultural attitudes and self-concepts of third and fifth grade Hispanic and non-Hispanic pupils in a bilingual school and two non-bilingual schools in New York City.

It was concluded that:

1) The bilingual-bicultural program benefited the Hispanic child of comparable steady academic progression to that of the non-Hispanic.

2) Non-Hispanic students suffer no loss of basic skills in their own language by being exposed to a program of second language instruction at an early age. The non-Hispanic demonstrated a decided potential to perform at or above the level of the non-Hispanic in the control group.

10.3 INDIVIDUAL

3) The time devoted to the study of a second language does not affect growth in mathematics skills and understanding of concepts of the non-Hispanic students in the experimental (Bilingual Education Program) group. A transfer of training was occurring among the Hispanic subjects of the experimental group.

4) A bilingual-bicultural program would serve to develop cultural awareness between the two groups and positive feelings of self worth for the Hispanic.

GB

Rodriguez M., Juan C. Supervision of Bilingual Program, Ph.D. Dissertation, New York: Arno Press, 1978.

An analysis of the implementation of the nation's first mandatory legislation in bilingual education--Chapter 71A, Transitional Bilingual Education Act of the Commonwealth of Massachusetts, through a review of pertinent documents and interviews with parents, community leaders, teachers, and students.

GB

Saville-Troike, Muriel. "Bilingual Children: A Resource Document," in Bilingual Schooling in the U.S. A Sourcebook for Education Personnel, Francesco Cordasco, ed., New York: McGraw Hill, 1976, pp. 165-188.

This article presents the process of first language acquisition by following children's linguistic development. It presents the process of second language acquisition, differentiating between children's and adults' skills. Group profiles of Mexican-American, Puerto Rican and Indian children are also presented.

10.3 INDIVIDUAL

H

Skoczylas, Rudolph V. *An Evaluation of Some Cognitive and Affective Aspects of a Spanish-English Bilingual Program*, Ph.D. Dissertation, The University of New Mexico, 1972.

The study was undertaken to construct and apply an evaluation model to determine if bilingually instructed children in a particular program have, in fact, suffered a loss in linguistic, academic, or cognitive growth, and if their self image and attitudes toward the two salient ethnolinguistic groups were less favorable than those of their monolingually instructed counterparts. No significant differences between the experimental and control groups are found on measures of oral English skills, Spanish listening comprehension, intellectual functioning and attendance rates. The experimental group scored higher in Spanish speaking proficiency. The control group scored higher in the math test administered in English. The bilingually instructed pupils appear to be developing a positive and democratic attitude toward Anglo- and Mexican-Americans and a self image that is favorable and not adversely affected by bilingual training. It is also found that the best single prediction of academic achievement and cognitive growth is parents' education.

H

Skrabanek, R.L. "Language Maintenance Among Mexican-Americans," in *Civil Rights Digest*, 4:2, pp. 18-24, 1971.

An examination of language retention among Mexican-Americans and the factors involved in the retention of the language despite strong societal pressures to use the English language.

GB

Spolsky, Bernard. "Problems in the Assessment of the Effect of Language Education Policies in a Multilingual Society." In *Language Development in a Bilingual Setting*. Pomona, Calif.: National Multilingual-Multicultural Materials Development Center, California State Polytechnic University, 1979. pp. 141-155.

10.3 INDIVIDUAL

Spolsky outlines a three-level model to assess the overall effect of a bilingual program: 1) the first level represents the community; 2) the second level, factors that are controlled by those administering the program; 3) the third level deals with the perceptions of those deemed responsible for the program. Overarching these three levels there are six major divisions:

1. linguistic factors
2. sociological factors
3. economic factors
4. political factors
5. psychological factors
6. religio-cultural factors.

The first division (linguistic factors) includes distinctions between standards and local varieties; the level of literacy in these; the effects of BE, whether maintenance, shift, or revival. The second (sociological factors) encompasses the social status of the speakers of the languages; whether the school is an alien or integrated institution; how it will affect the social system by altering status. The third (economic factors) notes that if the school is seen as contributing to pluralism, the target group might fear continued discrimination; the school can function as an employer.

The fourth division (political factors) includes various levels of involvement from international to local; the potential integrational effect of a national language versus the potential disintegrational effect of pluralism and possible changes in the power structure because of bilingual education. The fifth division (psychological factors) states when other variables are distinct, the evidence shows bilingualism is not a disadvantage to intelligence; BE can arise from or affect attitudes in a community, but it takes a long time for attitudes associated with status to change; evidence is uncertain as to how attitude changes affect learning.

The last category (religio-cultural factors) notes that political or economic factors are usually suspected at the root of most dissatisfaction with the teaching of culture; some argue teachers from outside the community deal inadequately with local culture; teaching about the culture is not the same as integrating minority and majority cultures; religious factors can inhibit minority language teaching if a group wishes to keep its religion secret or support it when the religion is associated with a sacred text, etc. Educational factors are most important but hard data are meagre. The other factors discussed are usually stronger sources for support for BE programs.

10.3 INDIVIDUAL

GB

Zirke, Perry Alan. *An Evaluation of the Effectiveness of Selected Experimental Bilingual Education Programs in Connecticut*, Ph.D. Dissertation, The University of Connecticut.

The purpose of this study was to assess the effectiveness of the experimental bilingual programs initiated in 1970-71 in the Connecticut cities of Bridgeport, Hartford, New Britain and New London with respect to selected pupil and parent outcomes. The selected pupil outcomes were involvement, attitudes, and awareness of the school program.

Analysis of the interview results showed that parents of pupils in the bilingual model of instruction were more informed, interested, involved, and in favor of the school program at the end of the school year than were the parents of the control group children.

The analysis of the student outcomes in Bridgeport and Hartford generally favored the bilingual model of instruction.

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